

METHOD

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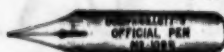
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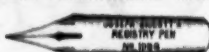
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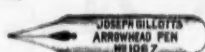
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School Government.

By PRIN. C. W. FRENCH, Hyde Park High School, Chicago.

Self-government in the schools is not a temporary expedient which is designed only to relieve the teacher of a disagreeable duty or to secure good order in the daily routine of school-life. Nor does it, on the other hand, have for its sole object the familiarizing of the pupil with the machinery of the government under which he lives. These ends may be attained by it, but they are to be considered as the incidental results of the operation of a great principle, whose tendency is towards a reconstruction of educational ideals and methods in accordance with well-established educational theories. In brief, it is an attempt to recognize, in the actual working of the school, the true definition of education, viz.—that it is a phase of life and not merely a preparation for life; and, as a means to this end, it seeks to develop the self-activity of the child along the line of self-control. It would replace autocracy with democracy, and a system of restriction and repression with one which permits and encourages the highest degree of self-expression and the broadest freedom consistent with the best interests of the individual and the community. Moreover, it is bringing to light a principle which is broader in its applications and more far-reaching in its results than anyone yet realizes. This principle appears to be basic in its nature and is certainly revolutionary in its tendencies. Yet it is in harmony with the highest purposes of modern pedagogy, and directly in line with the general trend of the educational thought of the day.

It is not the purpose of this article, however, to discuss the principle involved, but rather to answer very briefly two questions, viz.—“What is this system?” and “What immediate results may be expected to accrue from its operation?” The answers to these questions will be based upon the results of a series of experiments extending over a number of years, and carried on in a large secondary school, which does not differ materially from other schools of this grade except that, in the character of its constituency and its general conditions, it offers unusually favorable opportunities for carrying thru successfully an experiment of this kind.

The Underlying Motives.

So far as appearances go this work is summed up in the organization of a so-called school-city, but really this is only an incident in the general plan, which might be materially modified, or perhaps omitted entirely without seriously interfering with the successful application of the principle involved. The motives which direct the operation of the system are three-fold in their nature.

First, they are ethical, because an attempt is made to teach the child to know the right and to do it of his own volition, rather than by compulsion or external direction; and, further, to bring him into conscious subjection to the dominion of universal law, rather than to force him to obey a code of rules, which may be changed from term to term at the caprice of a master who chances to be clothed with temporary authority. The question with which the pupil is constantly confronted is always, “Is this right?” not, “Is this in accordance with the rules.”

Second, the motives are also social because they seek to cultivate the social consciousness of the child and to

acquaint him with the duties and responsibilities which will devolve upon him as a member of society. They would teach him to know his own rights and to insist upon them in a manly, self-respecting way, but at the same time to show a due regard for his neighbor's rights. They would emphasize the fact that the great social laws which control community life outside the school are fully as operative inside, and that they can be no more suspended than can the law of gravitation.

Third and finally, these motives are political in that they seek to acquaint the pupils with the working details of the government under which they live. This knowledge is not given to them alone from books, but they are allowed to conduct a miniature government by themselves, which differs little in its essential details from the real system outside.

Methods.

It would be too much to say that a scheme has already been elaborated by which all of these results can be attained, but it may safely be said that the work already done has demonstrated beyond a doubt the possibility of their full realization.

The question of methods is an important one and must be largely answered in accordance with local conditions and demands. The important thing always is to gain a full appreciation of the underlying principles and to apply them wisely and skilfully in the organization of the school. Inasmuch as this means in many cases a complete reorganization of existing systems it must be undertaken with care and deliberation, and must be preceded by a campaign of education. Especially must the student body be brought into a fair understanding of the principles involved, the ends to be attained, and the details of organization. They must be led slowly from one step to another, and power must be intrusted to them by degrees and with great circumspection, else democracy will be replaced with anarchy, liberty with license, and the last state will be worse than the first. Yet with intelligent and sympathetic leadership these dangers will be avoided and the advantages of the system realized.

The School City.

It is not desirable to attempt to prescribe any fixed scheme of organization, yet it may be of interest to describe briefly the details of the experiment upon the results of which this article is based. It so happened that this investigation led in such a direction that the organization of a school city became the logical outcome. Inasmuch as this was also a new idea it was necessary to develop a scheme and then to adopt it with much care to the needs of the school. This was done slowly, and, since there were no precedents or patterns, frequent mistakes were made, which had to be corrected and the methods changed. This tentative work was continued until now a fairly stable organization has been perfected and is in operation. It may be described very briefly as follows:

The central idea is that of a city-government with a mayor and cabinet, a city council, police force, board of judges, and the usual minor officers. The school is divided into wards, from each of which delegates are elected to a nominating convention, which is held twice a year. At this convention, which proceeds under the regular rules of such bodies, candidates are named for

mayor, clerk, treasurer, and attorney. A general election is then held, which is conducted by an electoral commission, and under the forms of the Australian ballot. Special ward elections are also held at which the aldermen and judges are elected. The mayor appoints a chief of police, who, in turn, appoints a number of officers called tribunes, a name which is less suggestive than that of policemen. In addition to these officers a room-president will hereafter be elected in each room, whose business it shall be to take charge of the various interests of the room, preserve order, look after its ventilation and sanitation, and attend to such other duties as may, from time to time, be assigned to him. Similar officers are also to be elected to take charge of the large study room and assume control of the students who sit there from hour to hour.

Thus the actual government of the school both inside and outside the class-rooms will be vested in the hands of the student body. All student officers are directly responsible to the body which created them, and not to the principal and teacher, yet to avoid any disagreeable complications the principal is given the right to intervene at any time, to veto measures, or to suspend any or all functions of the organization, a right which he has never yet found it necessary to exercise. It is but fair to state that the supervision of class and study rooms has been only recently inaugurated, but it was done by the students and teachers acting together after careful consideration by both bodies. A part of the provisions originated among the students and a part among the teachers, and there is every reason to believe that this extension will bring good results.

This makes up the frame-work of a somewhat complicated organization. It is, no doubt, true that a much simpler form of organization would be better adapted to many schools, but here the school is so large that an extended system has seemed almost a necessity.

Duties of Officers.

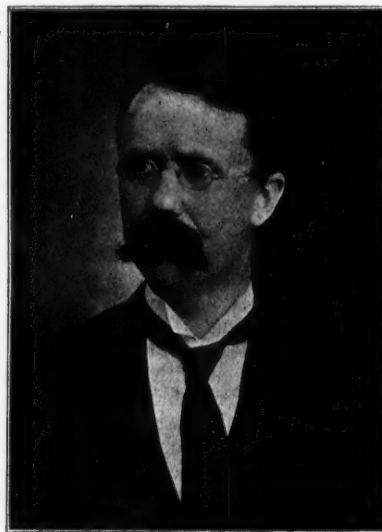
When the election returns have been made the newly elected mayor is inaugurated in due form, the aldermen are inducted into office, and the work of the organization is begun. Questions are discussed by the council, which concern the welfare of the school, and ordinances are passed regulating the conduct of the pupils, both in general and in detail. Thus the council has recently passed an ordinance to this intent, that,—“inasmuch as inattention and whispering during a recitation are prejudicial to the best interests of the class, all students are earnestly requested to refrain from them;” and immediately afterwards this body proceeds to forbid students to throw paper on the floor. Thus the broader questions as well as those which relate to minor details are taken up and intelligently discussed. When an ordinance is passed it must receive the signature of the mayor and principal before it becomes a law, then it is promulgated to the school by the room-presidents and is put into the hands of the chief-of-police for execution by his department.

In all these functions the central idea is that of citizenship, and in this respect teachers and pupils stand upon the same plane. The teacher has the same rights and privileges as the student and no more. The teaching force practically constitutes one ward and has its representatives in the governing bodies on the same basis as the other wards.

Results.

Thus very briefly may the first question be answered, and it now remains to study the results of the system. Obviously it is impossible to state certainly what the final results will be, as the experiment has not yet proceeded far enough to establish fixed conclusions. Yet many interesting and some unexpected features have developed, which give promise of valuable results. In order that I may not appear to be too enthusiastic I shall state these in very moderate terms, and shall try to be judicial even at the risk of understatement.

One of the most substantial results is the increasing influence of the orderly and law-abiding element of the student-body. Disorderly students are losing their following. To their surprise they are failing to find an audience for their antics, and their pranks are no longer greeted with applause. On the contrary they find themselves in a constantly decreasing minority with a waning popularity. In some way, without any conscious effort being put forth to that end, the better sentiment of the students is becoming a powerful, even a dominating, element in school affairs, and disorderly conduct, and apparently dishonesty, are becoming unpopular in a way that points to their ultimate extinction. It is a common thing for a class to manifest, in no uncertain terms, its disapprobation of a disorderly or so-called “smart” deed, and a student who thinks to win the smiles of the class by his “smartness” generally receives frowns of disapproval instead. This fact involves the practical solution of the problem of preserving order and carries with it the ultimate doom of the current standards of “student-honor.”



Prin. C. W. French, Hyde Park High School, Chicago.

The time is coming when the student will no longer consider it dishonorable to protect his own rights in school, in precisely the same way that he would outside, by an appeal to law and authority. Thus a result is foreshadowed which will be hailed with joy by every true friend of the public schools and which will unquestionably exert a beneficent influence upon society. The possibility of achieving this result alone would certainly justify any modification of the present status, even if it had nothing else to commend it, but other results, hardly less noteworthy, seem to be in process of realization.

Another noticeable feature is the breaking down of the old feeling of the hostility or antagonism which existed in greater or less degree between teachers and pupils. These relations are fast becoming more cordial, sympathetic, and harmonious. The teacher is no longer a task-master, an overseer, who drives to thankless labor, but rather a fellow-worker and trusted helper, a leader and not a master. He no longer has to give his time and effort to the control of the class, and is therefore able to devote his full attention to the work in hand. Thus the interest of the class is intensified and more easily sustained, and the standard of scholarly work is advanced. When teachers and pupils meet together in conventions or committees to discuss questions relating to the common welfare, and when the pupils find that their honest opinions are listened to and respected, and, moreover, have weight in shaping the policy of the school, it is impossible that a kindlier and more confidential relationship should not spring up between two classes which have so often in the past been widely separated.

both in sympathies and aspirations. This development is the one that is most frequently and most favorably commented on by the teachers, and that it is a really existent and not an imaginary phase is sustained by the concurrent testimony of nearly the entire force.

Another result is the increased dignity attaching to school-membership. Life, from whatever standpoint, is a serious thing, and when school-life assumes the various phases of actual life, it cannot escape the serious aspects of the latter. Here is a student who has been careless, irresponsible, and purposeless. By his mates he is given some position of honor and responsibility. The burden steadies and sobers him, and he soon becomes a zealous supporter of the authority which he was but a moment ago so eager to elude or defy. Another who had failed to realize that he had any interest in the general welfare of the school finds himself making laws with direct reference to that welfare. It takes but a short time to arouse his interest and enthusiasm, and before long he feels that he is carrying the weight of the school on his shoulders. Even if a student does not hold any official position the fact that he has a voice in selecting his rulers and in defining their policy opens his eyes to the dignity, the duties, and the privileges of citizenship of which he had had before but the vaguest conception. This rectifying influence is becoming noticeable, and evidently is increasing in force, slowly but surely, from month to month.

An interesting feature is observed in the tendency of the students to elect their best men to places of responsibility. The conventions are left entirely free in the choice of candidates and no preference has ever been given by the principal for any one candidate, yet no serious mistake has ever been made. The element of offensive partisanship has never appeared, and wire-pulling is unknown. It is a curious fact, that altho the girls outnumber the boys two to one, no girl has ever been elected to one of the general offices. They are well represented in the council and among the tribunes, but no one has ever been chosen mayor. Every member of the school is entitled to a vote but the doctrine of "woman's rights" evidently finds few friends.

The influence of the system is further observed in the improved order in the building, both in the class-rooms and in the halls. Rude and boisterous conduct is disappearing. Yet there is no less abundant life and rational enjoyment, because a greater degree of courtesy and manly and womanly consideration subsists in the social circles of the school. The atmosphere is more wholesome and healthful, and student relations are, if anything, closer and more helpful.

So far as the officials of the school are concerned, the problem of government seems to be solved. In fact it is almost forgotten that such a problem ever existed, for teachers and pupils alike go about their appointed work in a quiet and business-like way without apparent restraint and without the necessity for it. The number of cases of disorder which are reported annually to the principal have decreased from hundreds to scores and from scores to a few individual cases. In a building which holds a thousand pupils, scarce more than a half dozen cases of disorder in a month are reported to the office. This is a striking statement, but it is shown by records to be true.

In conclusion, it may be said that the results already observed transcend in value even the hopes of those who originated the system, yet they are the immature and incomplete products of a partial trial of a crude form of organization. When the system is fully perfected and its final results established it will be found to have wrought a great revolution in the American school system, and it is entirely within the bounds of possibility that it will lead to the solution of the most vexed educational problems of the day and thus become a material factor in the rectification of social and political conditions and the consummation of the great ethical movements and aspirations of the age.

School Supervision in Massachusetts.

Sketch of Its Historical Development. II.

By JOHN T. PRINCE, Agent of Massachusetts State Board of Education.

Supervision in Country Towns.

The devotion to the cause of skilled supervision was continued by Secretary Dickinson and his associates, with the added force of well-defined plans and wise means of carrying them into effect. Thus far supervision by superintendents was operative only in the cities and largest towns. No feasible means of introducing the service into the smaller towns had up to this time been devised. It is true that Secretary Mann had in 1848 recommended dividing the state into sections of convenient size and appointing a superintendent for each section and that the board in 1873 had suggested a plan of county supervision or some "analogous instrumentality,"* and that the same board the following year had presented a scheme of dividing the state outside of cities into districts containing about two hundred teachers each.†

But all these plans lacked definiteness and no means were employed or suggested to carry them into effect. It was also seen by many friends of the schools that the supervision proposed in the plans would not be close and direct enough to accomplish the ends desired and that there were involved in the proposed plan relations of possible antagonism between the supervisor and local committees. Secretary Dickinson brought to the problem a full appreciation of the needs of the country towns, and clear convictions of the value and place of skilled supervision in a system of schools. Very soon after he entered upon the duties of his office he caused to be organized meetings of the school committees in several counties to discuss this and other questions connected with school supervision. In the Norfolk county meeting a resolution was passed suggesting "to the board of education and to the school committees of other counties, the expediency of carefully considering whether a system of county or district supervision, by trained specialists, could not be devised, which in practice might be made productive of the most beneficial results.‡

In his first report Secretary Dickinson presented strong arguments in favor of "the employment of an experienced, intelligent reader, responsible for results . . . who shall give all his time and strength in looking after the interests of the schools, and who shall be constantly devising new means for their improvement, so that there may be an adequate return for what is expended."†† In this report also he submitted a plan of superintendence to meet the needs of the country and suburban towns. This plan contemplated the employment of eighteen superintendents besides those already employed. This plan was soon modified in the direction of smaller districts and a closer relation of superintendent to school committees. In his third report Mr. Dickinson presented the following plan :

"1st. We may dismiss from our attention all towns and cities that already have special superintendence.

"2nd. The towns not yet supplied with superintendents but which are able and willing to support and give them sufficient employment, may be encouraged to provide them for themselves.

3rd. We may divide the remaining towns into convenient districts containing not over fifty schools, and enable each district to provide itself with a trained superintendent, who shall bear the same relation to the school committees of the various towns in his district as the city superintendent bears to the committee of the city. A district committee may be organized, which may consist of members selected from the town committees of the various towns of the district. The district commit-

* Thirty-sixth Annual Report of the Board, p. 20.

† Thirty-seventh Annual Report of the Board, p. 9.

‡ Forty-first Annual Report of the Board of Education, page 73. In 1881 a bill was introduced into the legislature by Col. Higginson, providing for the appointment of ten district supervisors. It was ably defended by Charles Francis Adams before the committee on education but failed to pass.

†† Ibid, page 68.

tee may choose the superintendent, fix his salary, determine what part of it each town shall pay, and what amount of service each town shall receive.*

It was this plan in its main features that was made the basis of Mr. Dickinson's efforts for several years following. In these efforts he had the hearty co-operation of members and agents of the board. The plan embodied in a bill was presented to the legislature at various times, but it was not until 1888 that it became a law. The act as it first passed provided that two or more towns, the valuation of each of which did not exceed two and one-half million dollars and the aggregate number of schools was not less than thirty nor more than fifty could unite in employing a superintendent of schools provided the towns unitedly raised seven hundred and fifty dollars for his support. Upon compliance with these conditions the towns were to receive one thousand dollars from the state, one-half of which was to be paid to the superintendent and one-half to the teachers.

During the year following the enactment of this law ten districts were formed, and each subsequent year additions to the list were made until there were fifty-two districts in all, the present number.

Present Aspects of Supervision.

From time to time amendments to the law of 1888 were made, such as placing the minimum number of schools in the district at twenty-five, making the sum given by the state fifteen hundred dollars, compelling towns to remain in a district three years after it is formed, making it possible for a small town to join a city or large town, and giving any four towns the privilege of forming a district even tho the aggregate number of schools be less than twenty-five.

A suggestion of the actual operation of the law may be gathered from the table showing one district:

DOVER, SUDBURY AND WAYLAND DISTRICT.

Towns	Number of Schools	Number of Days in the Week given by Supt	Amount paid toward the Salary of Supt.	Amount to be paid by State toward Salary of Supt.	Amount to be received from State for Salaries of Teachers
Dover,	4	1	\$150	} \$750	\$100
Sudbury,	7	1 1-2	225		150
Wayland,	14	2 1-2	375		250

This law in its essential features has been in operation for ten years, and its efficiency as a means of improving the schools has been fully tested. Strong testimony of its value is given in the extension and continuance of the union districts. Comparatively few towns have withdrawn from a union to go back to supervision wholly by committees, and in the few instances of this kind that have occurred the cause was not attributable to the principle of supervision involved in the law. It is the outcome or evolution of efforts which have been making for half a century to solve the problem of efficient supervision in towns of low valuation. That it has not yet wholly solved the problem of supervision in Massachusetts is evident from the fact that there are at the present time as many kinds of supervision as there ever were, from the form of supervision by town committees with the spirit of the old district system to the expert service of trained professional superintendents.

*Forty-Third Annual Report of the Board of Education, page 76. (A discussion of the duties of superintendents will be presented by Dr. Prince in THE SCHOOL JOURNAL either next week or the week following.)

I have found that pupils are much interested and benefited by giving occasional lessons in nature study in connection with other recitations. When the lesson, whether in reading, geography, or other study mentions or partially describes an animal, plant, bird, or metal with which the pupils are not familiar, I give them a short life history of the object, including size, habitat, food if bird or animal, and soil needed if a plant, ending with a comparison of the object in question with familiar objects in this immediate neighborhood. I am careful not to use scientific names or to make the description burdensome. I use pictures whenever possible for illustration. C. JENSEN.
Nebraska.

Supplementary Reading.*

By ROBERT C. METCALF, Supervisor of Schools, Boston.

The term "Supplementary Reading" usually includes all books used in school except text-books and reference books. The "school reader" is not a book for supplementary reading. Geographies and histories are text-books; dictionaries and encyclopædias are reference books. Supplementary reading is additional reading matter to be used for various purposes.

1. Some supplementary reading is designed to train pupils in the reading of good books. This kind of reading meets the demands of those who say that, having taught the child to read, we should teach him what to read. It leads directly to the reading of the best literature. It contributes to the æsthetic culture of the person who reads. It broadens and deepens his daily living by making the mind more keenly alive to whatever is beautiful in nature and in art. It enriches life by bringing to it the inheritance of the best thought of past ages.

(2) Another kind of supplementary reading may be termed "collateral." It is used to supplement the work in history, geography, and science. It enlarges the pupil's view of the subject in hand. It helps him in clearing up doubtful points. It shows him the truth from the standpoint of another writer. It strengthens the impression upon his mind, and makes it more permanent. Undoubtedly it adds greatly to the interest which pupils take in their school studies, and hence is of very great value.

Supplementary reading of all kinds has a direct bearing upon the pupil's English. Unconsciously he is influenced by the style of an author; he is impressed by the author's thought, and by his choice of words to give the thought expression. If the teacher is a man or woman of culture, this impression is deepened by a judicious discussion of what is read, and by a somewhat careful examination of the author's mode of expressing his thought. But while we say that supplementary reading has a direct bearing upon the pupil's English it should not be inferred that the teacher's main purpose while using the supplementary reading is the improvement of the pupil's ordinary mode of expression. The main purpose is the improvement of the pupil's thought,—bringing him into the closest relations with the best minds of the literary world, and giving frequent opportunity for this influence to shape his expression.

Reference Books and Books for Collateral Reading.

Books of reference and books for collateral reading should be furnished generously to all teachers, whether in graded or ungraded schools. It is necessary that such books should be near at hand when occasions for their use arise. It is when the pupil is eager to learn, when his interest is most intense, that the information should be furnished. To wait until the close of school when some library may be visited, or even to wait until a book may be secured from some other room in the same building, is often fatal to the purpose of the teacher. "Strike when the iron is hot," is a rule equally applicable to pedagogics and mechanics. Collateral books should be consulted in the presence of the teacher so that he may direct the search of the pupil. To use reference books to advantage requires much skill. To "run down" a subject will often require the use of several collateral or reference books, and the pupil needs training in this work. One book may give only a hint of the information wanted, and this hint would be lost upon a pupil who had not been trained to seek for information. It is a mistake to appoint only the few bright pupils to consult reference books. All pupils need this training, and the teacher must not only use skill, but he must be patient while the slow, and even the dull, acquire this power of investigation. The teacher must always keep in mind that mere information, a knowledge of facts, is but secondary in the education of

*This is Number III. of Mr. Metcalf's series on "Language Teaching in Primary and Grammar Schools." Number I. was published February 3 and Number II. last week.

his pupils. Knowing how to search for facts is often of more value than the facts themselves. "How to use books" is of prime importance in the education of the child. Hence the value of reference books and books for collateral reading, and the importance of careful and systematic training in their use in the schools of all grades.

Outline Study of "Paradise Lost."

By MAUD ELMA KINGSLEY, Maine.

(An illustration of the use which can be made of the Literature Outlines published in THE SCHOOL JOURNAL from time to time.)

In teaching English classics to the average high school pupil I have found that the outline method produces by far the best results. This method is valuable for three reasons: (1) The outline, covering so wide a range of thought, has in it something of interest for even the dullest and most unappreciative pupil. (2) It enables the student to get out of the literary production under consideration all that the author put into it. (3) A comparison of two or more of these outlines gives a clear idea of the structural difference between the various kinds of literary composition.

To illustrate the way in which an outline should be used in class-room work, I have chosen "Paradise Lost," which, with one exception, presents more difficulties to the ordinary teacher than any other of the college requirements in English; the theme, the treatment, the diction, and the style being wholly unfamiliar to the pupil and, too often, to the instructor himself.

Before the class begins to read the poem, there must be an introductory lesson on the Age of Milton, as the student is meeting this literary era for the first time. An outline for this lesson, prepared by the teacher and copied into note books by the pupils, would need to be something as follows:

Introduction to First Two Books.

- I. Age of Milton.
- II. Political Changes During Age of Milton.
- III. Two Conspicuous Figures of the Commonwealth.
- IV. Literature and the Drama.
 1. Condition of.
 2. Compared with Elizabethan literature.
 3. Reason for differences.

The elaboration of these four points will give all the information necessary in regard to the period to which "Paradise Lost" belongs; and right here, let me warn the teacher not to recommend any special reference books. A great variety of information under these four headings should be submitted, and the first recitation hour will be fully occupied in choosing from the bulk of material presented, that which is most concise and valuable. The outline at the end of the recitation should be filled in and put in shape to be learned and reproduced from memory.

Completed Introductory Outline.

- I. Age of Milton, 1625-1660.
- II. Political Changes During Age of Milton.
 1. Trial and Execution of Charles I.
 2. Wars of Cavaliers and Roundheads.
 3. Fall of Commonwealth and Protectorate.
- III. Two Conspicuous Figures of the Commonwealth.
 1. Cromwell, the man of action.
 2. Milton, the man of thought.
- IV. Literature and The Drama.
 1. Condition of. Altho the age was unfavorable to letters and but few works were produced, yet the literature of this period has left enduring traces upon the English language.
 2. Compared with Elizabethan Literature. It became graver, less romantic, more profound, and philosophical; it was religious and controversial rather than imaginative; prose instead of poetry. The theatres were closed and no attention was paid to dramatic composition, which was so distinctive a feature of Elizabethan literature.

4. Reason for these differences. The great difference between the literary output of this age and that of the preceding was due mainly to Puritan influence.

NOTE. The age of Milton was an era of fierce political and religious controversy. The country was divided by religious as well as political strife.

The first reading of the poem should be done during study hours, not in the time set apart for recitation; and the whole attention should be centered upon the narrative, a synopsis of which should be prepared and brought into class.

"I do not understand one word of it!" will be the cry at the first lesson; but if the instructor will guide his pupils, step by step, thru the intricate verse, carefully eliminating all that serves as adornment and illustration for the poem, a very satisfactory analysis may be procured with comparatively little difficulty. An analysis of the first two books ought to be prepared in four lessons and should stand in the note book as given below.

First Reading of "Paradise Lost."

- I. Time and Place of Action.
- II. Subject of Poem, "Man's First Disobedience."
- III. Invocations.
 1. To muse.
 2. To Holy Spirit.
- IV. Magnitude of Poem. "Things unattempted yet . . ."
- V. Motive of Poem. "To justify the ways of God to Man."
- VI. Analysis of First Book.
 - Cause of the Fall.
 - Revolt of Satan; its result.
 - Hell.
 - Satan at opening of poem.
 - Beelzebub.
 - Satan's speech; his resolve.
 - Beelzebub's answer.
 - Satan's reply.
 - Mission of fallen angels.
 - Satan's flight to "land".
 - Farewell to Heaven.
 - On the burning marl.
 - The call to the legions.
 - Their response.
 - Identity of fallen angels.
 - At the sound of the trumpet.
 - Satan amid his legions.
 - Address.
 - Plan.
 - The flaming sword.
 - Building of Pandemonium.
 - Gathering for the council.
- VII. Analysis for Book II.
 - Satan on his throne.
 - Debate opened.
 - Advice of Moloch, Belial, Mammon.
 - Beelzebub's scheme of revenge.
 - Satan's approval.
 - Question of the moment.
 - Satan proposes to undertake journey.
 - Council dissolves.
 - Fallen angels.
 - The journey begun.
 - Sin and Death.
 - Satan's encounter with Death.
 - Satan and Sin.
 - Satan's promise.
 - The key.
 - Dominion of Chaos and Night.
 - Journey continued.
 - The bridge.
 - Heaven.
 - The "pendent world."

Such an analysis as the above will appeal to a class much more strongly than will the argument which is found at the introduction of each book of "Paradise Lost." The teacher must not expect a concise, well-worded outline from any one member of the class. The crude analyses presented must be discussed, cut down, and changed in the class-room, until a suitable one is prepared.

The second reading must be done in class, with a view

to a clear understanding of the phraseology and allusions of the poem. For work outside this outline to be filled in by the pupils may be dictated in advance.

Second Reading.

- I. Mythological Allusions.
- II. Scripture Stories and Allusions.
- III. Archaic, obsolete, and poetical words.
- IV. Geographical and Biographical allusions.
- V. Striking Similes.
- VI. Manners and customs.
- VII. Milton's system of the universe.
- VIII. Milton's description of Hell.
- IX. Satan.

1. Pen picture of Satan.
2. Characteristics of Milton's Satan.

NOTE.—The interest which the character of Satan first awakens turns to dread horror and contempt as his machinations are unfolded.

X. Lines to be learned.

XI. Beliefs and superstitions.

1. Lines 306, 366, 517, 458, 562, 633, 645, 692, 704, 991, 993. Book I.
2. Lines 104, 192, 532, 662, 707, 900, 931, 969. Book II.

If time is limited, headings I.—IV. may be assigned to different members of the class, and the lists be presented and discussed in their proper place during the oral reading. The first two books of "Paradise Lost" are filled with mythological and scriptural allusions, a clear understanding of which is absolutely necessary to an understanding of the poem. Why should the poet begin his great work with an invocation to the muse? What is the point of the line, "That with no middle flight intends to soar above the Aonian Mount"? What is the force of the comparison between Satan and Briareos? From what source does Milton derive his description of the battle between Satan's legions and the angels of heaven? In what mythological creation does the birth of Sin find its prototype? These are a few of the questions, along this line, that will suggest themselves at this point.

The making of a tabulated list of the Scriptural personages and stories to which reference is made in the first book, will be an interesting and profitable employment for even the most hopeless pupil. The notes in the text-books are so exhaustive and numerous that it will require very little time to make such a collection.

Heading III. is extremely important for the study of "Paradise Lost" ought to have a lasting effect upon the vocabulary of every student. Here for the first time he meets with familiar words used in their original sense; Whose "mortal" taste; Let none "admire" that riches grow in hell; "Rind," line 207; Memphian "chivalry": "Warping", 339; "flown" with insolence and wine; "Buxom" air; etc., etc.

The manners and customs revealed in the text are those of two distinct eras:—Of Milton's own day: as, Book I, lines 204, 291, 514, etc., and of ancient and patriarchal ages: as, Book I, lines 564, 577, 680, 713, 711, etc. Book II, lines 289, 530, 581, etc., etc.

Topics VII—XI will require careful and intelligent work on the part of the teacher, and will need to be done wholly in the class-room. When the second reading is finished, have the students prepare papers on the subjects: Milton's System of the Universe with diagram; Satan—a delineative picture and character sketch; The Hell of Paradise Lost, with map.

Third Reading.

(Outline to be dictated.)

- I. Glimpses of Milton and his era.
- II. Characteristics of "Paradise Lost."
- III. Excellences and defects.
- IV. Most striking features of the first two books.
- V. Versification.
- VI. Literary style.

The third reading which, again, is to be done in study hours, has for its object a general survey of the whole poem. Let the students draw their conclusions concerning the poet from the poem itself before they gather information from other sources. The first thing, that

impresses itself on the minds of the readers of "Paradise Lost" is the great store of learning possessed by its author and his vast knowledge of the Scriptures and of the classics. The natural philosophy, the metaphysics, ethics, history, theology, and political science of his own and former times were familiar to him. Then will come a realizing sense of his intense, religious feeling, of his passion for truth, and his comprehension of religious sublimity. The baseness of the age in which he lived is pictured in the first book of his poem; and in the second, he gives us a pathetic glimpse of the blindness that fell upon him when his life was drawing to a close. Surely the most indifferent pupil, who he had never before heard the name of John Milton, would realize at the third reading of these two books that Milton was the poet of a Cause—the spokesman of Puritanism; and would have some idea of the reception such a poem must have met in such an era.

Conclusion.

(Headings to be dictated by teacher and filled in by pupils after third and last reading has been completed.)

I. Epic poetry.

1. Four great epics—similarity of opening lines.
2. Definition of "Epic Poem."
3. Elements of epic poetry.
Historical subject—moral—episodes to illustrate moral—proper blending of probable and marvelous elements—integrity of design—appropriate sentiments and diction.
4. Characteristics of epic poetry.
Dramatic energy—discrimination of character—imagery—delicacy of phrase—metrical modulation.

II. John Milton.

1. Three distinct periods of his career.
2. Significant facts in his life.
3. Milton compared with Shakespeare.

(This heading will be omitted if the class has read nothing of Shakespeare.)

4. New note introduced by Milton into English poetry.
5. Guiding principle of his life—how far apparent in his work.
6. Milton's works—names, character, style.
7. Noted criticisms of Milton.

III. Sources of "Paradise Lost."

1. Caedmon's paraphrase.
2. Bible.
3. Dante's Divine Comedy.
4. Vergil.
5. Ovid.
6. Du Bartas' Scheme of Creation.

A final test of the pupils' knowledge of what they have read should be their ability to reproduce the above outline entire, to prepare intelligent papers on the subjects given, to answer clearly a set of questions similar to the following:

1. What effect had Milton's blindness on his literary work?
2. Bring out the contrasts of Milton's literary career. Name the three political periods thru which he lived and state his part in each. What bearing had each different step in his career upon his great work?
3. Give the chief points of the whole poem, so far as they refer to Adam.
4. How does Milton make a character so essentially evil as Satan so impressive?
5. What was Milton's original plan in regard to the composition of "Paradise Lost"? His motive in writing it? Comment on the reception of the poem.
6. Mention the qualities which make this poem an epic. How does Milton differ from other epic poets?
7. Comment on the nature and personality of the fallen angels. What allegorical interpretation does Milton give to this feature of his poem?
8. Explain the line, "To justify the ways of God to man." Quote the line at which the poem, as distinguished from the introduction, begins.
9. At what point in the narrative is the allegory of Sin and Death broken?
10. State in their proper sequence the various events leading to the Fall of Man, as suggested by the introduction.

Theme Subjects.

1. Opening scene of the poem.
2. The journey of Satan—with diagram.
3. Satan—a character sketch.
4. Milton's conception of Hell.
5. Milton's theology.
6. Glimpses of Milton in *Paradise Lost*.
7. Milton's system of the universe.
8. Mythological stories of "*Paradise Lost*."
9. The corporeal nature of the fallen angels.
10. The revolt of Satan and his legions.

Geography as a Collective Center.

Synopsis of a lecture by DR. MAXIMILIAN P. E. GROSZMANN.

- I. Description of the earth includes natural history. As a science, geography includes natural science. Earth is the habitation of man; close interrelation with history.
- II. Geographical study depends on the sense of cause and effect, and the sense of space. Adjustment to mental growth of the child.
- III. Construction of the proper apperceptive basis for geographical concepts. Observation and experiment. Excursions and sand table. Home geography; concrete experiences. Illustrative material. Constructive work to accompany all geographical study. Development of geographical symbols; map reading and making.

IV. Outline of Course:

1st Grade.—Observation of sun and wind. Points of compass. Day, week, month, date. Schoolroom, street, square of houses, idea of city.

Four steps in symbolical representation: building, sand-table, horizontal map, vertical map.

Modern buildings and primitive dwellings. Lands of winter and summer. Types of men.

2nd Grade.—Widening of circle. Home and school-house. General plan of city. Relief maps in sand, of specially interesting geographical units and groups of units.

Current of water. Hills and valleys.

Weather observations. Experiments on water, ice, air, etc.

Idea of home-building. Roads; idea of distant settlements.

Approach conception of earth in motion.

3rd Grade.—Idea of earth as a globe, introduced by story of Columbus. The earth in space. Nature study of common things. Travel. Robinson Crusoe. Typical occupations.

4th Grade.—Thru excursions (city and environment) get apperceptive basis for imaginary work.

Roaming thru the world: (a) Noted cities, buildings, bridges, etc. (b) Nature's beauties (cataracts, rivers, mountains, etc.) (c) Inventions; from potter's wheel to modern machines and electric conveyances.

Idea of commerce and communication. Bits of history from all lands.

5th Grade.—Summary of early experiences. Seasons, weather, climate. Concentration on North America. Survey of South America.

6th Grade.—(a) The Mediterranean basin and Nile valley, as scenes of early civilization. (b) Progress of geographical knowledge. (c) The globe. (d) Beginning of mathematical geography.

7th Grade.—Europe. Oriental countries and discoveries. Commercial geography. Distribution of flora and fauna. Physiography; geology; mineralogy; experiments. Mathematical geography. Part of this to be continued in 8th grade.

8th Grade.—Detailed study of the United States.

V. Final aim:—Bird's eye view of earth as home of man.

Love of country.

Division of Fractions.

By BARBARA E. CHUDоба, New York.

Preliminary.—Three ways of indicating division:

$$8 \div 2 \qquad 2) 8 \qquad \frac{8}{2}$$

Three ways of reading division expressions: a. 8 divided by 2. b. How many times are 2 contained in 8? c. How many twos in 8.

It is of the utmost importance that in reading division expressions, styles b and c be exclusively used at the beginning. *e. g.*, $8 \div \frac{1}{2}$ is to be read. b. How many times is $\frac{1}{2}$ contained in 8? c. How many thirds in 8?

Style "a" is not to be used till later on. Since such expressions as 8 divided by $\frac{1}{2}$ are utterly meaningless to the children, unless preceded by some concrete explanations similar to diagram shown on opposite column.

Have a thoro drill in reading expressions like those given, as $6 \div \frac{1}{2}$, $8 \div \frac{1}{3}$, $7 \div \frac{1}{4}$, etc.

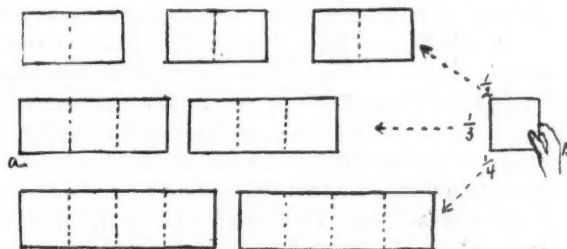
Draw on the blackboard the following diagram, the number of units drawn depending on the available space.

Make the fractional units, *i. e.* the half, the third, the quarter, etc. of the same size, for convenient illustration. Cut a piece of paper of the same size as the fractional unit, taking care that the children note the fact.

Questions on the first line of units: How many times is this paper, this $\frac{1}{2}$, contained in the first line of units? In two of them? In one unit?

Ask the children to write the first question on the blackboard without using words. The preliminary drill will enable them to write the required answer, $3 \div \frac{1}{2}$. Have the other questions written, using figures.

Substantially the same questions are used for the second line of units, the paper this time constituting $\frac{1}{3}$ of



each unit. The questions are to be written on the blackboard by means of figures. The third line should be treated in the same manner.

Now erase the dividing lines of the units and ask the same questions. Ask in which case it was easier to answer, and why. The reply will be that it is much easier when the units are so divided as to have the same name as the divisor.

Having thus inductively established the required principle, pass on to its deductive application. How many times are $\frac{3}{4}$ contained in four units? This will be written by the children $4 \div \frac{3}{4}$. Applying the rule, we

have $\frac{16}{4} \div \frac{3}{4}$. Lead the children to see that instead of

saying quarters for the denominators, we can say: How many times are 3 papers contained in 16 papers?

$$\frac{16}{3} = 5\frac{1}{3}$$

Practical miscellaneous examples should be given for several days. Division by inversion can then be taken up to shorten the work. For example, take $4 \div \frac{3}{4}$. The first step is to change 4 into quarters, which may be indicated thus: 4×4 . The next step is to divide the number thus obtained by 3, 4×4

3

Therefore in dividing by fractions, we may, to shorten the work, invert the divisor, and multiply.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING FEBRUARY 17, 1900.

The Department of Superintendence, N. E. A., meets at Chicago, Ill., February 27 to March 1. Headquarters at the Auditorium Hotel.

Mr. Kendall Goes to Indianapolis.

New Haven lost Supt. S. T. Dutton because it failed to appreciate the importance of the work so auspiciously begun under his superintendency. And now Mr. Calvin N. Kendall leaves to become superintendent of the schools of Indianapolis. College towns very seldom appreciate the importance of their common schools. Only by the most heroic persistence are their citizens made to realize their own civic responsibilities in educational matters.

The five years which Mr. Kendall has devoted to the upbuilding of the New Haven schools have been rich in results and have laid a sound basis for future development. Now let the board of education try its best to elect a worthy successor who will know how to take advantage of the opportunities brought within reach by the splendid work of Mr. Kendall. Perhaps Supt. Chancellor, of Bloomfield, N. J., could be induced to become a candidate. Dr. F. E. Spaulding, of Passaic, would be another strong man for the place; he is one of the most promising of the younger school superintendents, and is by nature and education peculiarly fitted to deal successfully with the common school problems in a college city of the character of New Haven. Supt. Reigart, of the Ethical Culture schools of this city, would be another desirable candidate. The position pays \$3,800 a year. This announcement may bring to the attention of the board a number of others whose title to the place will be determined from their record and educational standing.

Mr. Kendall began his life work as a teacher in a district school. After graduation from Hamilton college he became principal of the high school and superintendent of schools at Jackson, Mich., and later superintendent at Saginaw. At Indianapolis his salary will be \$4,300 for the first year, and \$4,800 thereafter. This includes a small compensation coming from the state board of education of which he will be a member *ex-officio*. Under a charter provision a formal election cannot be made until the third Friday in April, but the tender of the office is as complete as it can possibly be under the circumstances. It is said that Mr. Kendall will remain in New Haven until August 31 to complete the work of the school term and to acquaint his successor with the details of the office. Indianapolis is to be congratulated on its choice. It has long been a matter of regret with educators that continuation of the grand work of George P. Brown, Horace S. Tarbell, and L. H. Jones was allowed to be interrupted by incompetent hands. If it had not been for the matchless ability and faithful devotion of Miss Cropsey there would perhaps be little left to be proud of—the Indianapolis schools are reputed to stand near the head of the list. Mr. Kendall, THE SCHOOL JOURNAL feels confident, will take up the superintendency in the spirit in which the office was conducted up to the day when Mr. Jones was called to the head of the Cleveland school system.

Dr. Newell D. Hillis' Plea.

There is hope when a man will speak as openly as Dr. Hillis does. It was in behalf of the young men who come from the country and crowd to the theater "to see life," as they call it, that he spoke so earnestly last Sunday. THE JOURNAL has declared, over and over, that the relation of the pulpit to the school was too remote. We hope Dr. Hillis will join with the teachers in an effort to continue care and oversight over the boys and girls after they leave the school. We believe this to be the legitimate business of the teacher because he is in the school as a benefactor of youth.

Education of the Negro.

A meeting was lately held in this city to aid Hampton institute. It was apparent that the only solution of the so-called "negro question" is to come thru education. And this all the speakers defined not as a knowledge of the three R's, but as knowing *how to live*. The brave efforts of Armstrong, Booker Washington, Frissell, and others have been directed to this end. The political progress of the negro can afford to be held in abeyance until his mental, moral, and social conditions are adjusted.

We should like to suggest to President Corson, of the N. E. A., that he assign this subject to some capable educator for treatment and practical presentation at the Charleston meeting: "What can the public school do to elevate our standard of civilization?" This item will do for a text: Before the Americans came to Manila there were three saloons; a year after their arrival there were 400.

The citizen of New York who has just erected and equipped an art museum in the village of Southampton, Long Island, has shown the true educational spirit. Schools, libraries and museums are the apparatus of civilization; they make life better worth living in the community in which they are found.

General Ludlow, who has just returned from Havana, says that the work of organizing the schools is progressing finely under Supt. Frye and his two Cuban assistants. For the thousands of children in Havana, there are no public schools. Buildings have been leased and school furniture by the car load is being carried in. Spanish will be taught in all the schools; English only to those whose parents desire it.

Senator Ahearn has been asked to have a law passed allowing Mr. T. D. Camp, a teacher in public school, No. 16, Manhattan, to be retired on a pension. Mr. Camp has taught in this city for thirty-two years. The statute requires thirty-five years, but Mr. Camp is very old, having taught for thirty-two years before he came to New York, or sixty-four years in all. He is the oldest teacher in the state, and this application for a pension meets with universal favor.

The Executive Committee of the N. E. A. decided on Monday, Feb. 5, to hold this year's meeting at Charleston, S. C., July 7-13.

The Busy World.

Campaigns in South Africa.

Since Gen. Warren's failure to hold Spion Kop another attempt has been made to force the way thru the Boer lines to Ladysmith. Gen. Buller pushed a force across the Tugela river, midway between Spion Kop and Colenso, with a view to getting control of the road to Dewdrop. The British occupied a hill north of the Tugela and had a brisk fight with the Boers on their right and left. A balloon was sent up which showed that the Boers' positions between that point and Ladysmith were so strong, and the chance for successfully attacking them was so small that the commander decided to retire.

The British at home console themselves with the thought that this third failure to relieve Ladysmith was only a reconnaissance, and a part of the general plan of campaign. What truth there is in this, we cannot say. It is exceedingly hard to get the exact facts in regard to the operations in South Africa. The press censorship is very strict; in fact, the strictest ever known. Gen. Kitchener, the chief of staff, cannot see the use of press correspondents with an army in the field, and Gen. Buller is not especially friendly to them.

Gen. Buller remains silent in regard to his movements. It is reported, however, that another attempt will be made to cross the Tugela. It is believed in Natal that the Boers are trying to outflank Buller. They have occupied a farm south of the Tugela, not far from Chieveley, and this farm is studded with hills from which the country can be commanded for miles around. Buller's headquarters have been removed from Spearman's Camp to Springfield.

Lord Roberts has gathered 35,000 men, with whom, according to the best military opinion in London, he purposes turning the left of the Magersfontein lines, near Jacobsdal, entering the Free State, compelling Gen. Cronje to raise the siege of Kimberley, and thus making his first step toward Bloemfontein.

Kimberley, twenty miles from the Modder river position, is in sore straits. The December death rate was 60 whites and 138 blacks per thousand. The fighting power of the garrison must have decreased, and, in the meantime, the Boer bombardment has grown more severe.

The Hay-Pauncefote Treaty.

Some of the governments of Europe are so pleased with the Pauncefote-Hay treaty in relation to the Nicaragua canal that they have officially extended their congratulations to the United States government. France, also, is pleased in a certain way, but would rather have our government buy out the stock of the Panama company than to construct a canal at Nicaragua. All of the Central American governments, except Honduras, have sent their congratulations.

In fact, the treaty suits foreign powers much better than it does some of our own citizens. Many American newspapers say that the agreement of the United States that the canal shall not be fortified, and that it shall be open to the ships of all nations, in war as well as in peace, is a serious mistake. They contend further that the policy of this country is for a trans-isthmian canal under American control, and that no European power should be permitted to intervene for the protection of it; if existing treaties stand in the way of the construction of a canal exclusively our own negotiations should be entered into to establish the American policy.

Salisbury's Government Holds its Own.

An offensive and defensive alliance between Great Britain and Portugal is said to be in existence. Lord Salisbury has just taken definite measures in regard to the Portuguese East African ports of Delagoa bay and Beira, practically the only doorways to the Transvaal.

Portugal, owing to pressure and believing that Great Britain is able to uphold her, has yielded, until there practically exists to-day an alliance of the strongest sort between Great Britain and Portugal.

For reasons of diplomacy, this would be denied in London and Lisbon, and, furthermore, the English press has expressed a fear of European interference. Undoubtedly the great powers do not like Great Britain's relations with Portugal, but that alone could not wholly account for the tone of the English press. Its object is principally, it is asserted, to render easier the passage of financial measures, for a great increase of Great Britain's military power. Lord Salisbury is counting on the support of the country in putting the nation's war forces on a footing to defy European opposition. The army will be increased to about 600,000 men.

In spite of prophecies to the contrary, Lord Salisbury has held his own in parliament and with the country. He has done this by reason of the division of the Liberal party. The break between the Liberals and the reunion of the Irish party leaves the field clear for the party in power.

An Old-Time Statesman Dead.

Col. Richard W. Thompson, who has been prominent in national politics for many years, died on February 9 at his home in Terre Haute, Ind., at the age of ninety years. Like so many other men who have become celebrated as statesmen, he adopted the profession of law. When Gen. Harrison ran for president in 1840, Col. Thompson was an elector, and the next year he was elected to Congress. From that time on for about fifty years he was constantly connected with politics in some way. He was secretary of the navy in the Hayes cabinet, resigning in 1881 to become chairman of the American committee of the Panama Canal Company. Col. Thompson knew all the presidents personally from John Quincy Adams to McKinley.

Hawaii to be a Territory.

The house committee on territories has agreed to report favorably the bill for a territorial government for Hawaii. There is great need for prompt action by Congress to determine the status of the islands, as business is at present greatly hampered. Americans have bought government lands since annexation, and have built residences and planted crops, but their titles are now in dispute, and cannot be settled until the passage of this bill. The local government is unable to make public roads or to carry out plans for widening and straightening the streets of Honolulu.

Havana Under the New Regime.

Gen. Ludlow, military governor of the city of Havana, arrived in New York February 13, and will have a talk with the secretary of war in a few days in relation to the affairs of the island metropolis. He says that Havana is at present one of the best regulated cities in the world. The unruly element is small and hasn't much influence. The best workmen are recent immigrants, all Spanish, from the Canaries and from Galicia. They learned that they could make a better living in Cuba and went there. The schools of Havana will open in May. The children, or their parents, may say whether they will be taught English or Spanish or only Spanish.

Rush to Alaska's New Gold Fields.

The United States consul at Victoria, B. C., predicts a great rush to the newly discovered gold fields at Cape Nome, Alaska, this spring. All the United States ports on Puget sound are preparing steamers for the trip. The distance from Victoria to Cape Nome is 2,500 miles, entirely by water, and all the passengers are already booked that can be carried on the first trips on all the vessels that can be obtained for the service. It is computed that 65,000 persons desire to go to Cape Nome as soon as possible. The earliest date at which any of the steamers is advertised to leave is May 1.

Letters.

Puerto Rican Schools Under the American Flag.

In December, 1898, Gen. John Eaton was called by Gen. Henry to reorganize the school system of this island. He prepared a new school law based on American ideas, when failing health caused him to resign and return to the states before he could place the new system in operation. Some of the leading features of the present law are:

1. Only competent teachers can be employed, as determined by examinations.
2. Rural schools are open to boys and girls alike. Fifty pupils is the limit which can be under one teacher at one time.
3. Two languages (Spanish and English) must be taught to all pupils.
4. No school may be held in the home of the teacher.
5. The teacher may not give private instruction during school hours.
6. Five holidays, commonly recognized in the United States, are authorized, but schools must be kept open on church festivals.
7. One insular board of education consisting of nine members, for the whole island is established, with local boards, of six members, in each municipality.
8. The insular board licenses all teachers, fixes and pays salaries, while the local boards elect their own teachers and supply them with residences. The local boards also secure the school-houses, and school furniture and apparatus.
9. The island is divided into sixteen districts, and over each district a supervisor is placed. This officer corresponds to a county superintendent of schools. At present each supervisor has about forty schools under his charge.
10. The hiring of substitutes by teachers is prohibited.
11. Teachers are prohibited from actively engaging in politics. This applies also to directors of schools.
12. Religious instruction in the schools is prohibited at all times.
13. All the books in use in the schools on the advent of the Americans have been withdrawn and books manufactured in the United States have been substituted, and are provided free to all children at the expense of the insular government.
14. Salaries of public school teachers are fixed at \$75, \$50, \$40, and \$30 a month of actual service. For normal school graduates, \$75, college graduates, \$90, university graduates, \$100 a month.
15. One teacher of English is provided for each municipality by the insular government.

These are some of the provisions of the school law. Under it schools to the number of nearly 600 have been opened. The sixteen English supervisors have been appointed and have been on duty for several months. American teachers have been employed in all the municipalities. The schools have been graded, teachers' families have been moved out of the school-houses and the American flag has been raised above every school in the island.

The sum of \$40,000 in gold has been secured for a normal and industrial school, and a farm has been purchased on which to locate it. The present needs of the island will require but one school of this character. The site selected is at Fajardo on the east coast.

It is hoped to secure from the national Congress funds to establish an agricultural college and experimental station, and from the insular government funds for the establishment of a state university, which will necessarily start on a small scale, but it is hoped will become vigorous and far-reaching.

An American school with six teachers has been organized in Ponce and an American high school with six teachers at San Juan. These schools are filled to their utmost capacity and hundreds of children have been turned away for want of room to accommodate them.

There is the greatest eagerness on the part of all children and their parents to learn the English language,

for they clearly recognize its advantage to them. If the money were at hand to employ the American teachers, every child on the island could, in a few years, be taught to read and write the English language.

Chance For Americans.

Young American teachers could do a good thing for themselves and for the spread of American ideas by spending a year or more in the Spanish countries as teachers. While the salary is small the experience is gained, and the learning to speak the Spanish language would be invaluable in later years. Persons contemplating such work should know that life and customs in Spanish-America are different from what prevail in Anglo-Saxon countries. Several American teachers in Puerto Rico have been unable to adapt themselves to new and strange conditions, and becoming homesick have gone home and thereby brought discredit upon their nation and profession. The insular board of education also feels that several normal school principals have done the very un-Christian and unpatriotic act of unloading a number of their unsuccessful graduates upon this board.

In the cities there are literally thousands of children who have applied for admission to school for whom there is no room. In the rural districts the interest is not so great. In many towns half-day sessions are held, thus doubling the number of children who can attend, each teacher instructing one hundred children each day. In the country the teachers are shifted to new townships each three or four months. A difficulty is here met in the fact that most of the teachers are married and refuse to go out of their own township.

The governor has increased the board of education to nine members. At the first meeting of the new board, the governor was asked to establish industrial schools at Ponce, Mayaguez, and Arecibo, those towns each pledging \$20,000 for buildings. Ten of the sixteen English supervisors are college graduates, tho not all of them can speak Spanish.

The first American school building which is indeed the first public school building in Puerto Rico, was opened January 15, with about 400 pupils in attendance.

For the information of teachers in the states, a circular issued by the board of education in Puerto Rico is appended.

For Teachers.

"There are no vacancies to be filled at the present time, but positions become open thru resignation or thru changes made in the teaching force by this office. Applications should be accompanied by credentials and photograph. Teachers speaking Spanish, other things being equal, are given the preference in making selections.

1. Teachers must be normal graduates or high school graduates with one year's experience as a teacher, and preference is given to those familiar with kindergarten methods and primary work.

2. The insular government pays a salary of \$40 gold per month for nine months of the school year. Salary begins with service. The municipal authorities pay house rent or a commutation for house rent, amounting from two to twenty dollars gold per month. In the larger towns the most desirable positions have been filled.

3. Teachers can add considerably to their income by giving private lessons in the evenings. In nearly every town of the island there are a number of well-to-do families the members of which are extremely anxious to learn the English language.

4. Living expenses vary. In the larger towns they are as high as in the larger cities of the east. In the smaller towns they vary from ten to twenty dollars gold per month. Each school is under the inspection of an English supervisor who has general supervision of about forty schools. This supervisor will arrange for accommodations for teachers and will escort them from the nearest port to the town in which they are to teach. Frequently teachers are entertained in the best families in the town.

5. There is but one teacher appointed for each town. In some towns there are no other American residents. There are no public school buildings, the schools being held in rented rooms, and there is very little school furniture. The work is in every

respect pioneer work. The teacher is expected to teach a model grade for one three-hour session and to give instruction in English in the other grades in the town school the remainder of the school hours, tho this arrangement may be modified somewhat where, on account of a lack of school facilities, pupils attend half sessions.

6. Transportation from New York is furnished by the government but it does not include meals while on board vessel. This latter item amounts to five or six dollars for the trip. Transportation home at the close of the school year cannot be promised, as the military government may cease, and consequently military transportation be withdrawn before that time.

7. No teacher need hesitate to come from considerations based upon the climate of the island. There are very few uncomfortably warm days, and even during the rainy season there are few days without a fair share of sunshine. Fevers and epidemic diseases are probably less common than in the states. The office force of this board is composed largely of Americans. The office hours are seven and have been continued daily during the past summer, and for the last six months not a day has been lost on account of the illness of American employes.

8. Text-books are of good quality, published by American firms and are furnished by the insular government. All the work of the schools is very elementary in its character."

Educational conditions in Puerto Rico are promising. school facilities must be rapidly widened and extended, as but one-seventh of the children of school age are accommodated at present. Consequently there is reasonable prospect for rapid advancement for teachers who secure a mastery of both languages.

By order of the insular board of education the following notice is sent to the public school teachers of Puerto Rico:

(1) Public school teachers are included in the term "official or other employes of the insular or municipal government," in paragraph 31 of the General Orders 160, consequently if they participate in any political agitation, attempt to control votes or voters, or to influence them or to take any active or conspicuous part in conventions or elections or permit their names to be used as members of political committees or sub-committees they will be summarily discharged.

(2) Teachers are expected to be in their schools during the legal school hours of each school day and any teacher leaving his school without cause and neglecting his duties is subject to dismissal by the insular board of education upon that fact being duly reported and proven.

(3) Teachers must teach their classes themselves. They are forbidden to require pupils to give instruction in their schools or to employ assistants. Where they violate this regulation the insular board of education will assume that they are incompetent to teach their classes and will provide other teachers for the schools. This does not apply to kindergarten teachers.

(4) It is contrary to good manners and detrimental to discipline for a teacher to smoke in the school-room during school hours. A teacher actively engaged in giving instruction has no time for this indulgence. The same applies to the serving of meals in the school-room during the time classes are in session. Persistent disregard of this rule will also subject a teacher to dismissal.

The co-operation of all the teachers in raising the standard in the schools of Puerto Rico is urgently desired. It is not the wish of the board to make any demand upon them that is unreasonable. So far as the vast majority of Puerto Rican teachers is concerned these orders are unnecessary. There are instances, however, where they are required and it has been thought best to make them general for the proper information of all parties concerned.

San Juan, Puerto Rico. Major GEORGE G. GROFF.

Is it a Fad?

I began teaching a good many years ago; there was no reading of books by teachers in general, but I had a few and I noted the effort of THE SCHOOL JOURNAL to get teachers to own and read books on education and was glad. By and by a movement was begun and has swelled into a torrent; now we are commanded to read this and read that.

What I want to know is this: Are we not making a sort of god of pedagogy? For instance, in the same building with me is a teacher who gives much attention to reading about Herbart and Froebel; she is studying German so she can read the latter's "Education of Man" in the original. Now we all know she is the poorest teacher on the floor, yet she is greatest in book knowledge of pedagogy.

I am really afraid that the reading of books on pedagogy is becoming a fad. They are not read to improve one in the art of teaching—not at all. In other words we are getting in education where some preachers get—studying the dry bones of things. I think a good deal of help can be got from books and especially from papers like THE INSTITUTE and PRIMARY SCHOOL which are to me "talks" by experienced teachers, but I doubt the plan pursued in my city, which is not New York.

V. M. G.

An Exercise in Literature.

The following exercise in literature I have found very profitable in grades above the fifth. Papers of equal size are passed to the pupils who mark them off, according to the diagram as the teacher dictates, a margin being left at the top for pupil's name and grade, if desired.

The numbers are placed in the narrow column, the name of the selection in the second, which should be much wider than the others, the name of the author in the third, and the country of his birth in the fourth.

When all are ready, the teacher announces the first selection, which the pupils write and then they place in the proper column the name of the author and his birthplace, the teacher pausing a few moments after each subject. When the exercise is finished the teacher may give a few more minutes for the filling in of any blanks and the papers are collected. Then the teacher gives an oral review, calling each subject and having individuals respond with the name of author and country, those knowing the correct answer raising hands. In marking papers, spelling and capitalization should be considered.

EXERCISE IN LITERATURE.

Name of pupil.....
NO. SUBJECT. AUTHOR. COUNTRY.

- 1 The Old Oaken Bucket.
2. Snowbound.
3. Paul Revere's Ride.
4. Twice Told Tales.
5. The Sketch Book.
6. Dombey and Son.
7. We Are Seven.
- 8 The Courtship of Miles Standish.
9. Little Women.
10. Romeo and Juliet.
11. The Bonnie Brier Bush.
12. Our Mutual Friend.
13. Romola.
14. A Day in June.
15. The Tempest.
16. Gertrude of Wyoming.
17. The Song of the Shirt.
18. The Rainy Day.
19. The Scarlet Letter.
20. Sesame and Lilies.
21. Pilgrim's Progress.
22. Adam Bede.
23. The Wreck of the Hesperus.
24. Ben Hur.
25. The Vicar of Wakefield.

Illinois.

MARY E. ROWE.

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO. 61 E. Ninth Street New York.

The Educational Outlook.

President Eliot on School Boards.

Pres. Eliot, of Harvard, was the speaker at the annual meeting of the Boston Public School Association. His address on the present condition of the schools of Boston was one of great interest and moment. He began by saying that the schools of Boston do not stand so high relatively as they did a generation ago. The great increase in foreign population and the heterogeneous character of that increase has had much to do with keeping the schools back. One of the greatest drawbacks, however, has been the archaic organization of the school committee. The system which used to work well enough when Boston was small city has shown itself unable to satisfy the complex conditions of the present day. The time has come for a change.

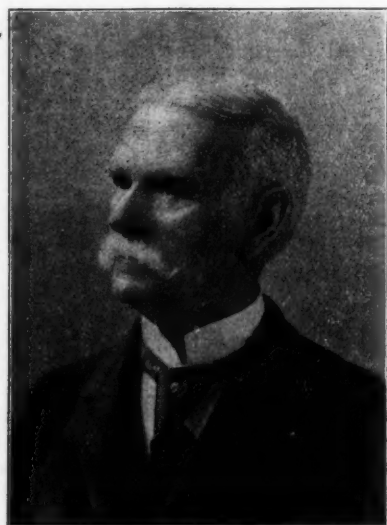
The community of the greater Boston has in recent years been remarkably well served by several commissions; among others the metropolitan sewerage commission and the metropolitan park commission. These are composed of men of reputation and integrity. The number serving on a commission is always small, so that the members can sit around a table and talk things over without appeals to the gallery. The schools would be much better off if put into the hands of such a commission. The ideal would be a small appointive board of, say, seven members. The board so created should employ a superintendent of schools and a business agent. In all the departments of the system experts should be employed. The men on the school board itself should be competent to deal with all the board questions of school management.

Coming down to matters of school routine, Pres. Eliot said that the crying need in Boston schools is not higher salaries but more favorable conditions for the teachers to work under. There are too many pupils to a teacher. There is bad air. There is no proper provision for superannuation. The experience of Harvard university has shown that it pays to insure employees against privations in their old age. Pensioning officials is not in the line of extravagance; it is, on the contrary, a matter of economy. You can get better work from people who are not haunted all the while by the spectre of the poor-house. Governor Crane's paper mills at Dalton are a case in point. Three generations of Cranes have been making paper there, and never a strike. Why? Because their employees are all pensioned.

Children Must Drink Pure Water.

ST. LOUIS, MO.—The opposition which this city has been making to the opening of the Chicago drainage canal is now being felt in educational circles. At the last meeting of the board of education a result was adopted empowering the commissioner of public buildings to prepare proper advertisements for the purpose of letting contracts to furnish filters. Heretofore hydrant water has been used in the schools and has given excellent satisfaction. Now, however, that there is a possibility of the pollution of the Mississippi the school authorities do not wish to take any chances.

A minority of the members of the school board think that the adoption of the resolution was unwise and that it would be better to wait until scientific examination has shown definitely that the river is polluted.



State Supt. E. B. Prettyman, of Maryland.

Supt. Davis Goes to Plattsburg.

PLATTSBURG, N. Y.—The resignation of Supt. I. G. Riggs has been accepted with regret by the board of education. The

new appointee is Mr. F. H. Davis, of Collinsville, Ct., where he has for several years been principal of the high school. He is a graduate of Colgate university, is a man of fine scholarship and is in every way singularly fitted for the responsible position he now assumes.

School Life in Cuba.

HAVANA, CUBA.—Six weeks ago there were less than 200 schools in Cuba, all based upon Spanish foundations except a few that Gen. Wood established in Santiago. Now there are 2,058 schools on the island, of which Havana has 201, Matanzas 152, and Puerto Principe 170.

Supt. Frye reports that the whole country is alive with enthusiasm for better schools. There is an aggregate attendance of about 100,000. This will probably be increased to \$150,000 before June 1.

Colored Teachers in Colored Schools.

The Philadelphia plan for the education of the negro has recently been explained in an interesting article in *The Public Ledger*. It seems that a few years ago the colored people of the city resented the idea of separate schools. They saw in separation an implication that their children were unworthy to mingle with white children. They also objected to the character of the school buildings that were assigned to the negro wards of the city; any old shed was good enough for a colored school; and any incompetent white teacher was good enough to put in charge of it.

While the school board was getting more and more nettled by complaints from the colored people, it happened that a young colored woman was graduated from the normal school, being the first of her race to attain that distinction in Philadelphia. At somebody's suggestion a pretty little school-house was fitted up in the heart of the negro district, and this young woman was put in charge. The new school was not specially designated as a colored school, but its situation made it such. The plan worked so well that soon another school of similar character with a negro principal and negro assistants was established. Both these schools have been running very successfully and it is designed to start several others in the near future.

Want Elective School Board.

CAMDEN, N. J.—This suburb of Philadelphia is thoroughly satisfied with the New Jersey plan of giving to the mayor of the city the power of appointing the school board. Several conferences have been held by well known citizens, with a view to bringing the matter before the state legislature.

The present commission of public instruction is composed of members appointed by Mayor Hatch. During the late unpleasantness which resulted in the forced resignation of Mr. Scheibner from the principalship of the high school is developed at almost every turn that the mayor was the controlling power.

It is against this one man's power that the citizens are now protesting. The movement for an elective school board is supported by a number of political clubs, by the city council and by the Republican city committee. Meantime there are in Camden a few observers who note that this same one man's system is working admirably in Trenton and Paterson.

"Alcohol as a Food."

MIDDLETOWN, CT.—For Prof. Atwater's last lecture before his class in chemistry upon "Alcohol as a Food," no reporters were admitted and the class was specially requested not to show their notes to anybody connected with the press. Prof. Atwater is annoyed at the publicity given by the newspapers to his investigations and claims that his experiments are nothing new or startling but that they have grown naturally out of his work as a chemist. He wants, above all things, to avoid a reputation for sensationalism. He is simply a candid investigator.

Roman Catholics at Harvard.

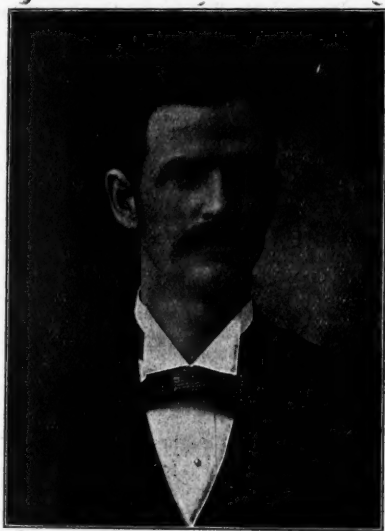
CAMBRIDGE, MASS.—The recent action of Harvard university in refusing to admit graduates of several of the Roman Catholic colleges to the Harvard law school has caused much hard feeling. Georgetown university was the only Catholic institution to which an exception was made. It is the contention of the committee in the law school that Boston college, Holy Cross, Fordham, and the others do not maintain a standard sufficiently high to entitle them to be put into the same class with Amherst, Dartmouth, and Syracuse. By the Catholic authorities, however, it is maintained that, while their institutions pay less attention than some others to science, they are far ahead of Harvard itself in the time devoted to the classics and mathematics—the very subjects that a law student should be thoroughly grounded in.

Salaries Increased.

SOMERVILLE, MASS.—The Somerville school board has voted to increase the salaries of the teachers in the primary and grammar grades. The increase is for fifty dollars a year, beginning with next September. The new schedule will then stand as follows: First assistants, \$725; second assistants, \$650; principals of four-room buildings, \$725; principals of six-room buildings, \$775; sewing teachers, \$650.

Hay and Log School Buildings.

LINCOLN, NEB.—State Supt. Jackson has completed a report showing the condition of the Nebraska schools for the year 1899. The resources for the year amounted to \$4,488,653.60, which was evenly balanced by the expenditures. The largest item of expense was the salary list, there being consider-



State Supt. W. R. Jackson, of Nebraska.

able increase on account of additions to the teaching force and in some communities raising of salaries. The report shows that there are 6,710 school houses in the state, which number includes 141 log structures, one of baled hay, and one of steel. The total school attendance was 372,764.

Chicago Building Fund Cut.

A decision of the supreme court of Illinois sustains the decision of Judge Tuley in the board of education case. It has the effect of striking from the estimates of the board \$625,000 which was to have been included in the building fund. As contracts have in many cases been let out, that means the shortage in the building fund will have to be made up for from the maintenance fund. This in turn means that there will not be enough more to pay salaries. The school board will therefore be brought with the alternative that it had hoped to avoid: either it must cut the salaries of all the teachers at the rate say, of five per cent. for those receiving less than \$1,000, and ten per cent. for those receiving more than \$2,000, or it must close the high schools, and lop off German, drawing etc., in the elementary schools.

Chances in Manila.

In a recent lecture before the students of the Packard Commercial school, Oscar F. Williams, late United States consul at Manila, spoke at some length upon the opportunities for fame and fortune in the Philippines. In general, he says, that they are *nil*. American young men had better stay at home. The Orient fairly swarms with educated Europeans—Germans and Belgians especially—who have been trained to meet the conditions of Eastern trade. The German clerk will work for less money than the American of like ability. Only when we have young men versed in all the principles of commerce can we hope to compete on a fair footing in the Orient.

Fight for a Narrow Curriculum in Washington.

WASHINGTON, D. C.—Several associations of business men and tradesmen of this city have united in an attack upon the public school curriculum as established by Supt. W. B. Powell. Working thru Senator Stewart, of Nevada, they have brought into the U. S. senate a resolution calling for inquiry into the extent to which thoro instruction in spelling, arithmetic, grammar, etc., has been superseded by "so-called higher branches of education." For a long time there has been a great deal of hostility to Mr. Powell's course of study. It began this fall to take definite shape when the announcement came that arithmetic had been dropped from the work of the eighth year. The business men hold the further grievance that spelling is not taught; that grammar has given way to a system of rhetoric which the teachers themselves do not understand; that geography is taught only incidentally, in connection with the history; that the time saved by the neglect of these studies is put upon the fine arts, music, and other decorative branches.

It is to be expected that Mr. Powell, who always has the courage of his convictions, will have something to say in reply to such criticism.

Gala Month for University.

The University of Pennsylvania seems to be celebrating this month particularly. On February 13 the cornerstone of the

Memorial Tower and Gateway was laid. Gen. Nelson A. Miles officiated and delivered an address. The trustees attended in a body and all the officials and faculty were present.

The dedication of the new building of the department of law will take place on Washington's Birthday. There will be addresses by Provost Harrison, Samuel Dickson, chairman of the law committee; William Draper Lewis, dean of the law faculty, and James Barr Ames, dean of the law faculty of Harvard university.

Interesting Notes from Everywhere.

HADDENFIELD, N. J.—A serious student conflict has taken place between the American and the Cuban students of St. John's Military academy. One of the Cubans accused an American of having taken some money from his pocket. The two boys quarreled, and the quarrel quickly spread to the whole student body. A fight ensued in which the American boys seemed to be getting the upper hand when the Cubans suddenly drew knives and charged. The Americans, seeing that affairs were becoming serious, turned and fled. Good feeling has not yet been restored.

We have received the advance announcement of the Marthas Vineyard Summer Institute, which shows a very strong corps of instructors. Prof. Griggs is to be there thru the five weeks and gives two full courses of lectures. The season will open July 10. The larger circular can be had free by applying to Dr. William A. Mowry, Hyde Park, Mass.

STEVENS POINT, WIS.—Dr. F. K. Sechrist, whose resignation from his position in the state normal school at Lock Haven, Pa., was announced in THE SCHOOL JOURNAL a short time ago, has been elected instructor in literature and pedagogy in the state normal school at Stevens Point.

YORK, PA.—The board of school control cannot decide whether it has or has not the right to accept Mr. Carnegie's offer of \$50,000 to provide a new public library building in case the city of York will pay \$5,000 annually for the maintenance of the library. The library is at present supported from the school funds, but does not cost anything like \$5,000. The board has appointed a committee to ascertain the drift of public opinion. Several of the York newspapers oppose the acceptance of the gift.

SPOKANE, WASH.—On account of the prevalence of smallpox in the neighborhood, Supt. Saylor has sent out a report calling for the utmost vigilance on the part of the teachers. If a child shows symptoms of any sort of illness he is to be sent home immediately and the school-room in which he sat is to be disinfected. Several teachers who have been exposed to the disease are temporarily retired.

CHAMPAIGN, ILL.—Prof. Stratton D. Brooks of the department of pedagogy of the University of Illinois announces the following course for seniors, to be given during the second term of the present academic year:

High school theory and practice—A critical study of high school courses, together with the method of presentation of various subjects; a consideration of the conditions of secondary education in Illinois; detail of high-school work; lectures, observation work and conferences.

FROSTBURG, MD.—The Maryland legislature has voted the sum of \$10,000 towards completing and equipping the Frostburg normal school.

BALTIMORE, MD.—Pres. Daniel C. Gilman, of Johns Hopkins university, will leave early in the spring for an extended tour thru Europe, under a leave of absence from the trustees, in recognition of his services as head of the university.

ST. LOUIS, MO.—Dr. Richard Jesse, president of the University of Missouri, in a lecture before the Institute Alumni Association spoke of recent developments at the state university. As a direct result of the abolition of tuition fees, a year ago, the attendance has increased largely. At present none of the students pay for tuition, except those in the medical department. This last will be put upon the free list next fall.

SPRINGFIELD, MO.—Ben Absher, a school boy of eighteen, shot and killed, on Feb. 7, David Atkinson, twenty-two years old. A standing family feud was the cause.

Alvah J. Emery, principal of the Fayette consolidated school, Bustleton, Pa., has been chosen by the Philadelphia school board, to succeed the late W. Henry Parker as principal of the Ringgold school. Mr. Emery is a graduate of the West Chester state normal school and has been teaching in the public schools for eleven years.

CAMBRIDGE, MASS.—Need of a greater income to meet the running expenses of Harvard college has led to a discussion of the proposition to raise the annual dues of the college from \$150 to \$200. If the tuition of 3000 students were raised to \$200 each, there would result an additional income of \$150,000 a year, equivalent to an increased endowment of \$5,000,000 at current rates of interest.

NEW HAVEN, CT.—Yale university has come into possession of the valuable musical collections of Mr. Morris Steinert, of New York, the only condition being that the university secure funds for properly housing them. The collection consists

of manuscripts, old musical instruments, etc., and is by far the most extensive in the United States.

MEDFORD, MASS.—The Tufts and Lincoln schools in Medford will reopen on February 15. Owing to the prevalence of scarlet fever and diphtheria they have been closed for purposes of disinfection.

JACKSON, MISS.—The state legislature has passed a bill carrying an appropriation of \$40,000 for the establishment of a textile school in connection with the state agricultural college at Starkville. No votes were cast against this appropriation. The whole state is alive to the necessity of providing for industrial education.

HUNTSVILLE, UTAH.—Education is at a standstill in this town on account of the failure of the school board to agree to an appropriation. The schools are closed and the citizens are circulating a petition asking the state superintendent to dissolve the school board.

New York City and Vicinity.

Educational Council.

The next meeting of the council will be held in Law Room No. 1, University building, Washington square, New York, Feb. 17, at 10.30 A. M. There will be two subjects for discussion as follows:

1. Daily School Sanitation—opened by Supt. S. Irving Gorton, Sing Sing, and Prin. C. E. Morse, East Orange, N. J.
2. What constitutes good conduct in school. Should conduct be marked on report cards?—opened by Supt. S. R. Shear, White Plains; Supt. O. L. Burdick, Stamford, Conn., and Supt. S. J. Shearer, Elizabeth, N. J.

No Delay in January Salaries.

Controller Coler has said that there will be no delay on account of the failure to apportion school moneys for 1900. Charges against the general school fund will be recognized even tho the fund has not yet been divided proportionately among the boroughs.

Teachers' Organizations to Combine.

There is a movement on foot to unite all the associations of teachers in New York city into one educational union. These societies are now very numerous. In Manhattan there are the Teachers' Association, the Grammar Teachers' Association, the Male Principals' Association, the Male Teachers' Association, the Association of Primary Principals, the Primary Teachers' Association, the Teachers' Mutual Aid Society, the Teachers' Building and Loan Association, the Teachers' Co-operative Building and Loan Association, the Emile, and the New York Society of Pedagogy. Besides these there are the Public Schools Janitors' Association, with a large membership, and the Public School Engineers' Association.

In Brooklyn there are almost as many, namely: the Teachers' Association, the Principals' Association, the Class Teachers' Association, the Heads of Department Association, the High School Teachers' Association, and the Branch Principals' Association.

The plan is to have a central organization to which the various associations will send delegates. It is believed that the new league will be exceedingly useful.

Dr. Ettinger is Heard.

The sub-committee from the legislature which is to hold hearings in New York, began its work on Feb. 10. At the preliminary hearing a number of representatives of New York teachers' organizations were present,—among others the following. Manhattan—Dr. William L. Ettinger, president Teachers' association; Emil L. Newman, vice-president Male Teachers' association; Edwin A. Daniels, Magnus Gross, committee on teachers' interests; Frank Rollins, Manhattan high school; Dr. E. R. Birkins, A. F. Fischlowitz, W. F. Hudson, Henry L. Stephens and Melvin Hix.

Brooklyn—Representatives of the High School Teachers' association, Mrs. E. F. Pettingill, president; H. F. Towle, vice-president; Dr. W. B. Gunnison, Miss Alice Higgins, Miss Romaine, Miss Merriam, Miss Barker, Miss Ellis, Mrs. Lewis, Miss Blanding and others; S. C. Walmsley, president Class Teachers' association.

Queens—Supt. E. L. Stevens, A. C. Mitchell, F. H. Sweeney, M. B. Quinn, H. Delemain, C. J. Jennings, F. K. Montfort, F. H. Meade and J. F. Quigley.

Richmond—J. J. Driscoll, president Teachers' association; T. F. Donovan and A. Hall Burdeck.

The first speaker for the teachers was Dr. Ettinger, who pleaded for the Slater bill, which is identical with the Ahearn bill in the senate. This measure he favored because by putting into force the September schedules it would prevent a reduction during 1900. It also gives sixty dollars additional to teachers of male classes, and teachers with experience in other schools are to be given recognition for this service in salary. Next to the Slater bill Dr. Ettinger approves the one introduced by Senator Fallows. This bill is a good one but does not prevent the reduction of salaries below the September figures during 1900. Most of the teachers would be fairly well satisfied with it for they are, above all things, anxious that the present muddle be straightened out.

At the Schoolmasters' Club.

Dr. A. E. Winship, of Boston, editor of *The Journal of Education*, was the principal speaker at the meeting on February 10. He took for his subject "Is Teaching to be a Profession?" In enumerating some of the divisions of workers he had occasion to score the politicians without knowing that he had in his audience Mr. Brennan, of Brooklyn, chairman of the sub-committee on cities and Mr. Trainer, of Manhattan, a member of the same committee. Both these gentlemen are in New York in connection with the teachers' hearings. Both responded to the invitation of the president of the club to say a few words and protested that, tho politicians, their only anxiety was to discover what was best for the schools and the teachers. They were followed by Mr. W. C. Hill, of public school No. 30, and Assistant Supt. F. D. Farrell, who discussed the present situation in a spirited fashion.

Broad Culture Needed.

In his recent talk before the Brooklyn Institute upon "University Ideals," Pres. Hadley, of Yale, laid great stress upon the necessity of turning out men of broad culture rather than close specialists. He holds that our universities are now suffering from the presence of too many specialists in their teaching force. The crying need is for men who are at once broad and deep. All college graduates ought to be leaders in public sentiment. The public school system was established primarily to make men capable of self-government. Similarly the modern university must aim to train men who can govern themselves and, when need arises, their fellows.

Architectural League Exhibition.

Teachers who make occasional excursions with their classes might do well to go to the present exhibition of the architectural League at 215 West 57th Street. There is no charge for admission—except on Mondays and Fridays—and the show is full of instructive things.

Indeed this has of late years become the best art exhibition in New York. The artists are more and more turning their attention to decoration and design; the results of this tendency are shown at the Architectural League. Artist and architect now work hand in hand.

The decorative studies by John La Farge, Kenyon Cox, Edwin H. Blashfield, Robert Blum and others are fine examples of the vitality and virility of American art. Then, too, the artist-artisan work in iron, wood, leather, and textiles is well worth studying.

In the purely architectural section are to be found the prize drawings of the Phoebe Hearst competition for the University of California. There are also the plans for the new Horace Mann school, and for several other educational buildings of which *THE SCHOOL JOURNAL* will shortly publish illustrations.

In the same building is the admirable exhibit of the Black and White club. In this are collected a number of interesting drawings, many of which have appeared in the magazines. To complete the artistic feast there is, upstairs in the members' room of the Art Students' League an exhibition of pictures and sketches by the late A. H. Wyant.

School of Pedagogy.

A change has been made in the schedule of the public lectures to be given members of the faculty, in March, at the School of Pedagogy, New York university. These lectures will be held on successive Monday evenings, at 8:15 o'clock, in the assembly room on the ninth floor of the university building, Washington square. The program has been arranged as follows:—March 5, "Physical and Mental Growth of Children between the Ages of Six and Twelve Years," Prof. Edward R. Shaw; March 12, "Education as a Scientific Pursuit," Prof. Edward Franklin Buchner; March 19, "A Fundamental Principle of Mental Development," Prof. Chas. H. Judd; March 26, "Ethics as determining the End of Education," Prof. Samuel Weir. This course of lectures will give a broad discussion of current and important pedagogical questions, and is especially designed for teachers and all other students of education, to whom a cordial invitation to attend is extended. No tickets are required for these lectures.

The "students' room," recently decorated and furnished thru the gift made for this purpose by a friend of the university, was formally opened and presented to the School of Pedagogy Friday afternoon, February 9. In the absence of the president, Mrs. Henry Draper, the presentation was made by Mrs. Edward C. Bodman, chairman of the visiting committee. It was responded to by Dean Shaw on behalf of the faculty, and by Mr. P. P. Colgrove, of Minnesota, on behalf of the students. The room commands a fine view of the Hudson river, the lower Palisades, and the Orange mountains of New Jersey. It will serve a useful purpose in giving a fraternal welcome to those who enter the department in the future, and in facilitating the further growth of the *esprit de corps* among the students of the school.

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By FRANCES L. ALLISON, North Carolina.

This drill may be used for twelve little girls, aged from six to fourteen years.

The sifters should be the old-fashioned round one with wooden rims, the smallest size made. Or, if a sufficient number of these cannot be had, let the older girls (four or six) have sifters of a large size.

Each girl may have on the dress she wishes to wear on that day. If preferred, light blue gingham dresses would be very pretty. Each girl should have a white cooking cap, white sleevelets, and a plainly hemmed white apron.

Order of Marching.

Partners enter on opposite sides of stage carrying sifters in right hands. March along back to center. Pair, march to front and separate, one girl going to right, the next to left, the third to right, etc. Turn square corners at front, again at back corners of stage, march along back to center and join partners. March to front again as before, then to center of back. Join partners, march to front, separate and form two rings. Wind. Unwind. Meet again at center of back. First couple move to the front two steps and form arch by facing and putting up sifters. Second couple pass under arch made and stand next to first couple, putting up sifters also to form arch. Other couples follow suit. When last couple to pass thru has marched to position, the first take down sifters and march thru archway to front of stage, second couple following, and so on. Form arch twice. When the arch has been formed the second time and the last couple has taken position at the end of the line and at the front of stage, have two chords struck on the piano. At the first chord sifters drop down to sides, at second, face to front.

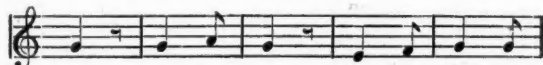
First little pair of girls (smallest girls should be at the front) sing, one the question and the other the answer of the first song given below, after which they march to opposite corners of the stage and take position near the front ready for drill. Second couple sing second verse and march to front, completing first row. Third couple sing third verse and march to opposite sides of stage, taking position directly behind first couple who sang. Other couples sing and fill in the rows until all are in position for drill.

SONG.—CAN YOU MAKE A LOAF OF BREAD?

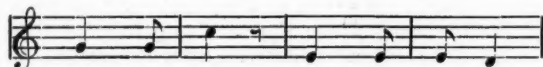
(Tune, Billy Boy.)



Can you make a loaf of bread, Lit - tle



maid, lit - tle maid? Can you make a



loaf of bread, Lit - tle maid - en?



I can make a loaf of bread, Just the



way my teach - er said, If I am



but a ve - ry lit - tle maid - en.

Will you tell me how it's done
Little maid, little maid?
Will you tell me how it's done,
Little maiden?
Yes, I'll tell you how it's done,
And I think it's lots of fun,
If I am but a very little maiden.

Tell me where you learned this
rule,
Little maid, little maid,
Tell me where you learned this
rule,
Little maiden.
Why, my dear, I learned the rule
At the dear old cooking school,
Tho you see I'm a very little
maiden.

May we learn to do this too,
Little maid, little maid?
May we learn to do this too,
Little maiden.
Yes, of course, you may learn
too,
Come with us, why shouldn't
you?
To our school where they teach
each little maiden.

Chord — 6th couple (two largest girls in the center of back row) at chord, turn back to back then march to sides of stage, along outside of rows, turn square corners at front and march to position in the center and a little in advance of first row of girls.

First girl recites:—

I'm heartily tired of cooking,
And trying so many to please;
I wish we could breakfast on berries,
And dine on the fruit of the trees.
How nice if we lived like the squirrels,
That gather in autumn their store,
That hide when the snowflakes are falling,
And sleep till the winter is o'er.

I think of the pretty canaries
That sing in their cages all day,
While I am so constantly busy,
I've scarcely a moment to play
I'm tired of lighting the fire,
And making the coffee and tea,
Of peeling and washing potatoes—
It never was pleasant for me.

I'm tired of roasting and boiling,
And frying and baking the meat,
Of making the biscuits too heavy,
And making the puddings too sweet.

Second girl (interrupts in a surprised, indignant tone) saying,

Why, what in the world are you saying?
To murmur like that is a sin!
You had better a new leaf turn over,
And on a new page begin.

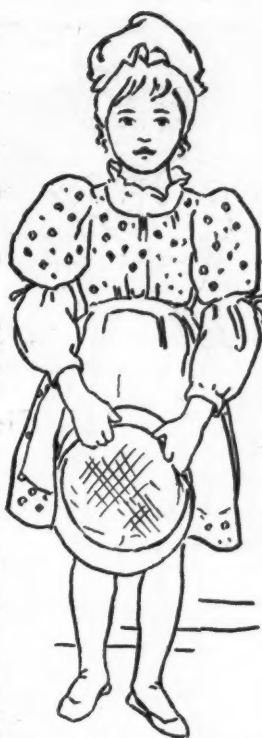
Just try to remember the lessons,
You learned at the dear cooking school.
For everything there that they taught you,
They always give you a rule;
And if their directions you follow,
Your cooking will then be complete,
Your biscuits will not be too heavy,
Your pudding will not be too sweet.

First girl says:

"Thank you. That is good advice. I believe I will take it." Then they march back to positions in back row.

Drill.

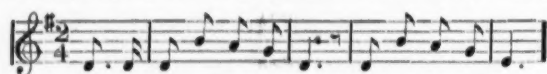
Salutation—Right foot forward in front of left; raise sifters to erect position on left shoulder by right hand.



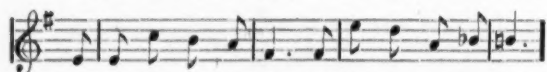


As the sifter is being raised to the left shoulder, raise the left hand and strike sifter three times, dropping left hand down to side again. Position (both hands down at sides).

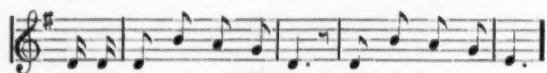
Expectation.—Raise sifter slowly with right hand to a position just above the eyes. While raising sifter, bend the body slightly forward, left hand down at side. Body



We're a class of cooking girls, Learning to make bread;



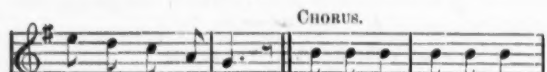
We'll fol-low all the rules, And do as teach-er said;



Mer-ri-ly our voi-ces ring, Mak-ing spir-its gay;



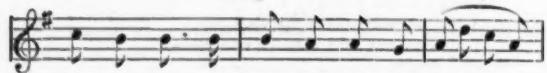
What fun it is to work and sing, A



cook-ing song to-day. Sift-ing flour, sift-ing flour,



Sift with all our might, Oh, how nice it



is to have the flour ex-act-ly right,....



Sift-ing flour, sift-ing flour, Sift with all our might;



Oh, how nice it is to have the flour ex-act-ly right.

should be turned to the right, and right foot in advance of the left.

Alertness.—Raise sifter slowly to position back of right ear with the right hand, head turned toward the left. Left hand down at side. Attitude that of some one listening. Position.

Class sing:

Cooking Song. (See music on 1st col.)

At night we set the sponge,
Take water, salt, and flour,
And stir in with them yeast—
Be sure it is not sour.
Then mix and knead it well,
And when you've got it right
Then place it near the fire,
So that it may grow light.

Chorus:

We'll rise at break of day,
When sponge has grown quite light.
And knead and knead it well,
Until we have it right.
Next mold when raised again,
In the pan it then must go,
One parting touch we add,
At last we leave it so!

Chorus:

Triumph.—Both arms held high above head, sifter in right hand, left hand closed in a fist as tho about to strike, body bent slightly backward.

Clash.—Strike four times the wooden rim of the sifter with closed fist.

Gossip.—Girls in two inside rows move two steps toward girls on outside rows (sides, of course). Raise sifters with right hand to right side of face, face each other, motioning lips as tho gossiping. Heads near together. Position.

Anger.—Girls in two middle rows again move nearer girls on outside rows. Stamp right foot, raise sifter with right hand and shake at each other. Then turn back to back. Position.

Sorrow.—Girls on outside rows move one step nearer girls in the two middle rows. Kneel on left knee, cross arms over sifter and bend head over sifter as tho deeply sorry.

Forgiveness.—Girls standing show signs of relenting in face, bend bodies forward place right hand on head of kneeling ones. Pleasing smiles and looks of recognition pass between them. Those kneeling rise.

Friends.—Slip arms around each other's waists, with happy looks on faces. (Count four.) Step back to position.

Weary.—Right elbow supported by left hand, head leaning to right and resting on sifter which is held in right hand. Eyes closed.

Rest.—Right foot forward, knee slightly bent, sifter pressed against breast with both arms crossed over it. Head bent forward, eyes closed.

Awake.—At tap of bell all unclose eyes.

Good-bye.—Right foot forward, knee slightly bent; rise slowly on tip-toe. While raising body raise at same time right hand, placing finger tips on lips (sifter for this figure should be held in left hand). After placing fingers on lips then give a graceful wave with right hand to audience (counting all the while) and bring hands back to position at sides.

Final March.

At chord, leader of single file leads off, partners falling into line one behind the other as usual. Form a circle, each girl extends sifter with right hand, and girl in front takes hold of sifter with left hand. Wind. Unwind. March off stage.

Suggestions.

A few suggestions that may be of help to teachers wishing to use this drill will be printed in the next issue.

"Never quit certainty for hope." Never take a medicine of doubtful value instead of Hood's Sarsaparilla which is sure to do you good.

THE SCHOOL JOURNAL

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (one hundred twenty-four pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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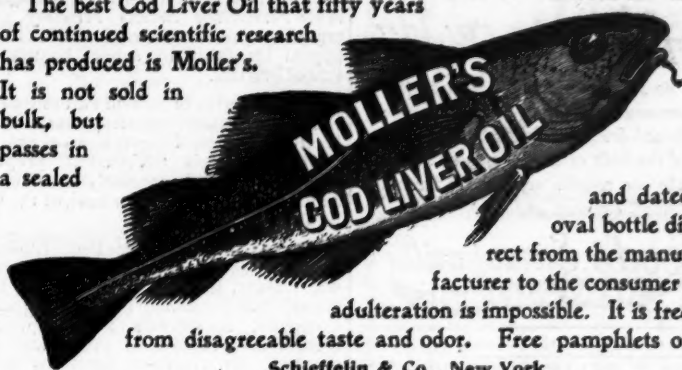
Will be furnished on application. The value of THE SCHOOL JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements now in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as thru its columns.

Literary Notes.

The veteran geologist Prof. Joseph Le Conte, of the University of California, has the first of two papers telling the story of what the Nineteenth Century has done in advancing geological science in the February number of *Appleton's Popular Science Monthly*. Prof. Le Conte is the author of one of the most popular geologies ever written, and owing to his simple and

The best Cod Liver Oil that fifty years of continued scientific research has produced is Moller's.

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and dated oval bottle direct from the manu-

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Schieffelin & Co., New York.

easy style, the present history will be found very interesting and readable by the general reader as well as the geologist.

The third paper on "The Every-Day Voice," by E. V. Sheridan, appears in *Werner's Magazine* for February. The necessity for making our every-day, non-professional voice express just what we want it to express, of compelling it to reflect our individuality, is set forth in crisp, bright style. All who desire a "living, beautiful, flexible, responsive voice"—and who does not?—should read this series of articles.

At a time like this when the enlargement of governmental functions is proceeding hand-in-hand with changes in what might be called territorial ideals, a book like Landon's "Constitutional History of the United States" has an accentuated value. The book has recently been revised and enlarged, and will soon be reissued from new plates; by Houghton, Mifflin & Company. The new edition contains notes which may be said to give the volume a contemporary interest.

Messrs. D. Appleton & Company have nearly ready for publication a new standard work entitled "The International Geography." Seventy authors have collaborated in its production, including the leading geographers and travelers of Europe and America. The work has been planned and edited by Dr. H. R. Mill, who also wrote the chapter on the United Kingdom. Among the authors are Prof. W. M. Davis (The United States), Dr. Fridtjof Nansen (Arctic Regions), Prof. A. Kirchhoff (German Empire), Mr. F. C. Selous (Rhodesia), Profs. De Lapparent and Ravenau (France), Sir Clements Markham, F. R. S. (Ecuador, Bolivia, and Peru), Sir John Murray, F. R. S. (Antarctic Regions), Count Pfeil (German Colonies), Mr. James Bryce, M. P. (The Boer Republics), Sir H. H. Johnston, the late Sir Lambert Playfair, Sir F. J. Goldsmid, Sir Martin Conway, Sir George S. Robertson, Sir William MacGregor, Sir Charles Wilson, F. R. S., the Hon. D. W. Carnegie, Mrs. Bishop, Dr. A. M. W. Downing, F. R. S., Dr. J. Scott Keltie, and Mr. G. G. Chisholm, editor of the *Times Gazetteer*. The book is illustrated by nearly five hundred maps and diagrams which have been specially prepared. It is designed to present in the compact limits of a single volume an authoritative conspectus of the science of geography and the conditions of the countries at the end of the nineteenth century.

The Volunteer Life-Saving Corps of the state of New York has issued its tenth annual report descriptive of the work done and of present needs. In the last six years the association has saved 2,027 lives from drowning and has safeguarded nearly every summer watering place in the state. It has done a work of education by teaching thousands of people to swim, and by

giving instruction in the resuscitation of the unconscious. The report, which is very interesting reading, can be had thru application to J. Wesley Jones, 63 Park Row, New York.

Prof. George Edward Woodbury's "Makers of Literature" will contain reprints of his "Studies in Letters and Life" together with essays on Shelley, Landor, Browning, Arnold, Byron, Coleridge, Lowell, Whittier, and others which have appeared since his former little volume was issued.

Prof. Woodbury's treatment is brief and allusive, but the presence of certain fixed principles of judgment and centers of interest is felt in all the essays, and they make toward the inculcation of the standards of intellectual and artistic value which belong to a settled and firm conviction of the use and meaning of literature.

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STATEMENT

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INCOME

Received for Premiums	-	\$44,524,519 22
From all other Sources	-	14,365,557 99
		\$58,890,077 21

DISBURSEMENTS

To Policy-holders for Claims by Death	-	\$15,629,979 43
To Policy-holders for Endowments, Dividends, etc.	-	10,739,057 12
For all other accounts	-	12,228,444 13
		\$38,597,480 68

ASSETS

United States Bonds and other Securities	-	\$173,185,461 74
First Lien Loans on Bond and Mortgage	-	74,794,821 63
Loans on Bonds and other Securities	-	6,330,000 00
Loans on Company's Policies	-	4,374,636 66
Real Estate: Company's 12 Office Buildings, and other Properties	-	23,186,525 06
Cash in Banks and Trust Companies	-	13,012,455 02
Accrued Interest, Net Deferred Premiums, etc.	-	6,060,637 41
		\$301,844,537 52

LIABILITIES

Policy Reserves, etc.	-	\$251,711,988 61
Contingent Guarantee Fund	-	47,962,548 91
Available for Authorized Dividends	-	2,180,000 00
		\$301,844,537 52

Insurance and Annuities in force	-	\$1,052,665,211 64
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I have carefully examined the foregoing Statement and find the same to be correct; liabilities calculated by the Insurance Department.

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CONDENSED STATEMENT FOR 1898

Income	\$55,006,629 43
Disbursements	35,245,038 88
Assets, Dec. 31, 1898	277,517,325 36
Reserve Liabilities	233,058,640 68
Contingent Guarantee Fund	42,238,684 68
Dividends Apportioned for the Year	2,220,000 00
Insurance and Annuities in Force	971,711,997 79

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One of the most remarkable magazines coming from Boston is *The New England Anti-Vivisection Society Monthly*. Its crusade against vaccination will hardly appeal favorably to school boards and school officials.

In their series of careful editions of the French classical masterpieces, D. C. Heath & Co., publishers, Boston, are just issuing Moliere's "L'Avare," prepared with helpful and scholarly introduction and notes by Prof. Moritz Levi, of the University of Michigan.

Perhaps the best estimate of Ruskin is that by Frederic Harrison in his "Tennyson, Ruskin, Mill, and other Literary Estimates," just published by The Macmillan Company. He devotes three chapters to Ruskin as a master of prose and as a prophet. Mr. Harrison himself is an old man but his age seems to have whetted the keenness of his appreciation.

The London Academy offered a premium of one hundred guineas for the most important contribution to the literature of 1897. This the judges awarded to Stephen Phillips for his book of Poems—a volume containing Christ in Hades, Marpessa and other now well known verses. The volume, is, at present, in its fifth edition.

Dr. Francis Warner's new book on "The Nervous System of the Child; Its Growth and Health in Education," will be a good book to place alongside his "Study of Children and Their School Training." The latter has taken its place in the front rank of books which kindergartners and public school teachers are using. The Macmillan Company will issue Dr. Warner's new book some time this month.

In the series of "Pocket English Classics," published by The Macmillan Company, the new volumes announced for the spring are "Books 1 and 2 of Paradise Lost," "Marmion," and "Julius Caesar." Each volume in this series is a handy 18mo. in limp covers and has introduction, critical notes, and portrait for those who wish to know something of the work or author.

California

and other Western and Southern Winter Tourist Resorts beautifully illustrated and fully described in new folder just issued by Michigan Central "The Niagara Falls Route." Can be obtained from Local Agents or by writing W. H. Underwood, G. E. P. A., M. C. R. R., Buffalo, N. Y.

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lines: "Thru this open door passes the commerce of a nation, over the New York Central lines, the Erie Canal and historic Hudson river."

On the opposite page is brief reference to Albany as the capitol of the Empire state, and one of the most interesting cities in America.

It also refers to the capitol building as one that is set upon a hill and as the most costly building on this continent.—From the Albany Evening Journal.

Florida.

Two Weeks' Tour via Pennsylvania Railroad.

The second Pennsylvania Railroad tour of the season to Jacksonville, allowing two weeks in Florida, will leave New York and Philadelphia February 20.

Excursion tickets, including railway transportation, Pullman accommodations (one berth), and meals en route in both directions while traveling on the special train, will be sold at the following rates: New York, \$50.00; Philadelphia, Harrisburg, Baltimore, and Washington, \$48.00; Pittsburg, \$53.00, and at proportionate rates from other points.

For tickets, itineraries, and other information apply to ticket agents, Tourist Agent at 1196 Broadway, New York; 4 Court Street, Brooklyn; 789 Broad Street, Newark, N. J.; B. Courlaender, Jr., Passenger Agent Baltimore District, Baltimore, Md.; Colin Studds, Passenger Agent Southeastern District, Washington, D. C.; Thos. E. Watt, Passenger Agent Western District, Pittsburg, Pa.; or to Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

The Chicago & Northwestern Railway, in connection with the D. S. S. & A. R'y, will put in a new schedule to "The Copper Country" of Northern Michigan next Sunday, January 21, whereby the service between Chicago and Calumet and Marquette, Mich., will be greatly improved.

The through drawing-room sleeping car to Calumet, which has been leaving Chicago at 10:30 P. M., arriving Calumet 2:00 o'clock the next afternoon, will leave Chicago at 8:00 P. M., daily, arriving at Calumet 11:50 the next forenoon, with dining car, serving breakfast "a la carte."

Marquette will be reached at 8:00 o'clock, instead of 10:40 A. M. The southbound schedule will be correspondingly shortened. It will be noted that this arrangement affords the earliest arrival in "The Copper Country" and Marquette via any line.

Better Still.

The influenza, says the *Virginia Medical Semi-Monthly*, has been quite prevalent in a number of cities during the past month. In Richmond, there have been many cases tho no deaths distinctly attributed to it. It is affecting mostly those who have had the disease almost annually during the past few years. Altho the attacks of this year are relatively mild, they are severe enough to keep business men away from their places of business. Quinine, or better still, five-grain Antikamnia Tablets have proved a satisfactory plan of treatment, presupposing, of course, that the bowels are kept open, the secretions of internal organs are attended to, and that the patient is kept in-doors, especially at night or in bad weather.

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CONTENTS.

There is not room here for a complete index of the book which would show all the topics that it discusses. We give, however, the titles of the chapters. Scarcely a subject can be mentioned relating to school-room work which is not treated in the book in the peculiarly clear and interesting style which makes it a pleasure to read.

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- " IV. Discipline
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Chap. VI. Examining

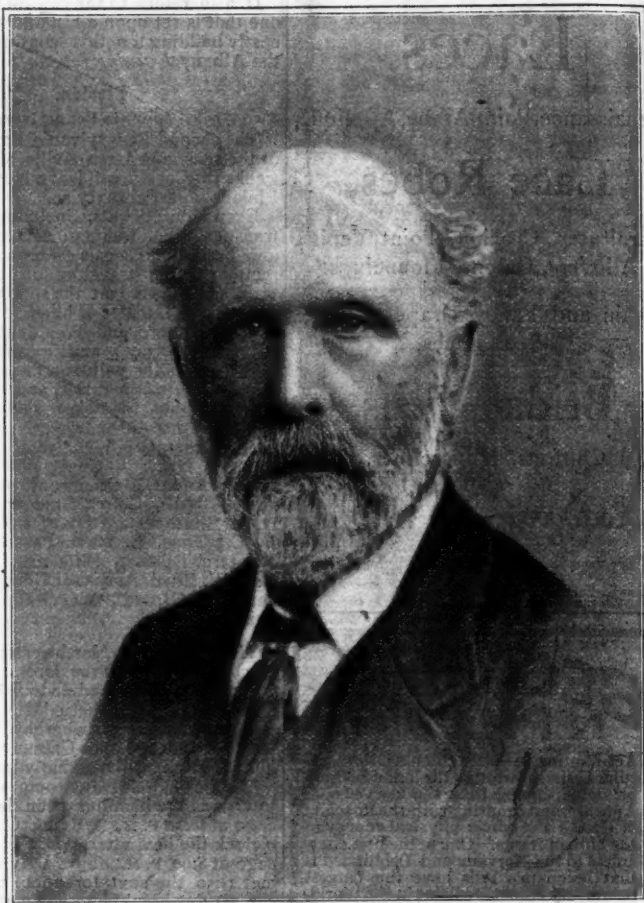
- " VII. Preparatory Training
- " VIII. The Study of Language
- " IX. The English Language
- " X. Arithmetic as an Art

Chap. XI. Arithmetic as a Science

- " XII. Geography and the Learning of
- " XIII. History [Facts]
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